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ABSTRACT

This report offers organizational, financial, and enrollment data for the state system as a whole, as well as individual colleges, for fiscal year 1997-1998. It opens with a short discussion on the State Board's philosophy, mission, and value statements. Progress reports are then presented for the Board and the 19 Arizona community colleges, offering enrollment, staffing, and funding statistics as well as descriptions of major accomplishments for the fiscal year. Data on student enrollment, enrollment trends, and finances for all the colleges are provided for fiscal years 1993-1994 through 1997-1998, including the State Board budget for 1997-1998. Information on programs of study is given, along with a curriculum matrix and brief descriptions of skills centers and tech prep initiatives. A statistical supplement to the annual report is included. (Contains 22 data tables and 14 graphs.) (EMH)

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State Board of Directors for Community Colleges of Arizona

Annual Report to the Governor FY 1997-1998

JC 990 017

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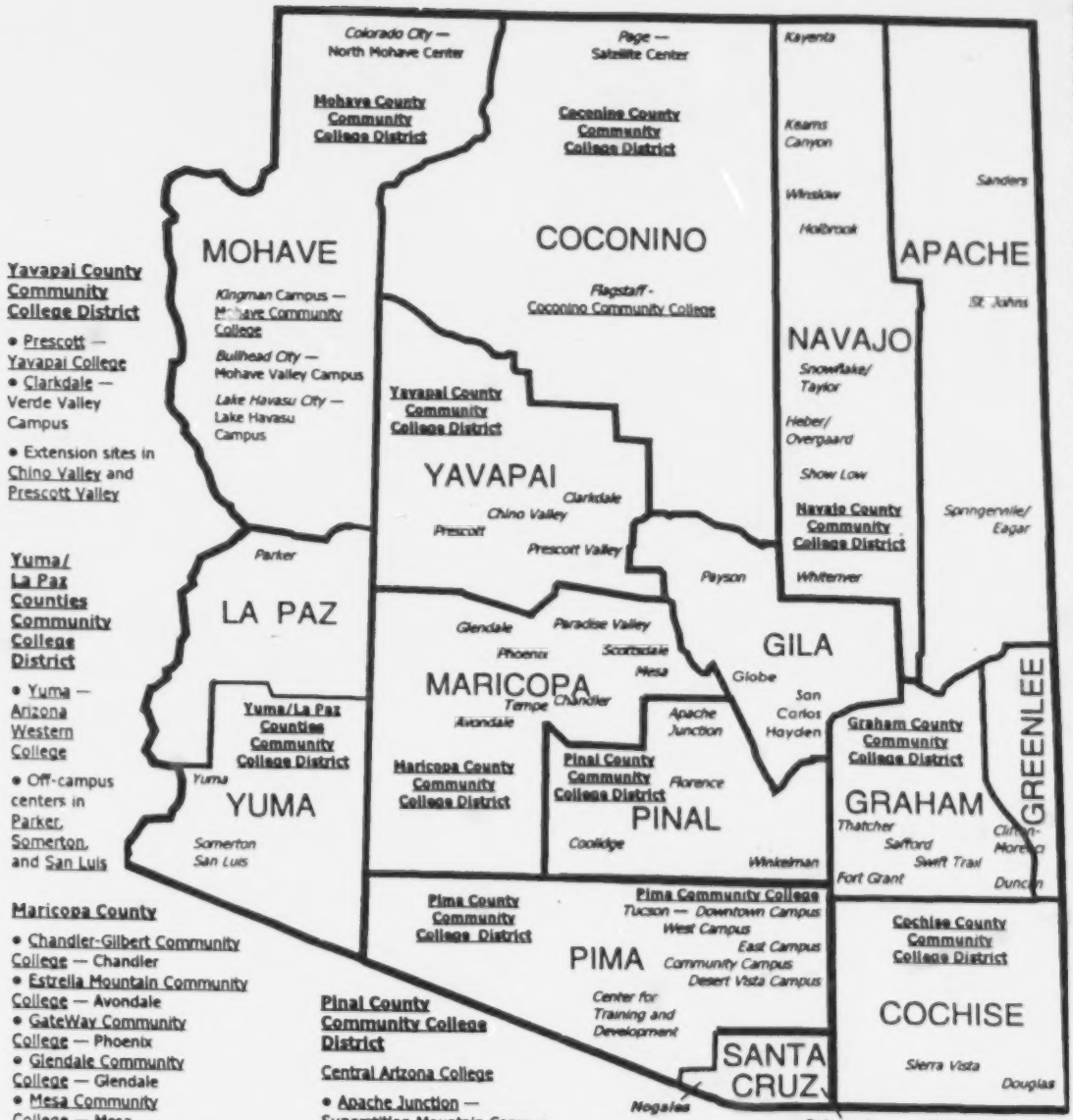

Yavapai County Community College District

- Prescott — Yavapai College
- Clarkdale — Verde Valley Campus
- Extension sites in Chino Valley and Prescott Valley

Yuma/ La Paz Counties Community College District

- Yuma — Arizona Western College
- Off-campus centers in Parker, Somerton, and San Luis

Maricopa County

- Chandler-Gilbert Community College — Chandler
- Estrella Mountain Community College — Avondale
- GateWay Community College — Phoenix
- Glendale Community College — Glendale
- Mesa Community College — Mesa
- Paradise Valley Community College — Phoenix
- Phoenix College — Phoenix
- Rio Salado College — Tempe and other locations
- Scottsdale Community College — Scottsdale
- South Mountain Community College — Phoenix
- Maricopa Skill Center — Phoenix

Pinal County Community College District

Central Arizona College

- Apache Junction — Superstition Mountain Campus
- Additional programs offered in Florence
- Coolidge — Signal Peak Campus
- Winkelman — Aravaipa Campus

- Services in Nogales, Santa Cruz County, provided by Pima County Community College District

- Services in Patagonia, Santa Cruz County, provided by Cochise County Community College District

Cochise County Community College District

- Cochise College — Sierra Vista Campus
- Cochise College — Main Campus, Douglas

Navajo County Community College District

Northland Pioneer College

Campus and Center Locations:

- Heber/Overgaard — Heber Center
- Holbrook — Painted Desert Campus
- Kayenta — Kayenta Center
- Kearns Canyon — Kearns Canyon Center
- Show Low — White Mountain Campus
- Snowflake/Taylor — Silver Creek Campus
- Whiteriver — Whiteriver Center
- Winslow — Little Colorado Campus
- Other programs provided throughout the Navajo, Hopi and White Mountain Apache reservations: Arizona Department of Corrections — Winslow; and Arizona Department of Corrections — Apache County

Graham County Community College District

- Eastern Arizona College Satellite Centers in Gila County — Payson, San Carlos, and Hayden — provided by Eastern Arizona College
- Globe, Gila Pueblo Campus, Eastern Arizona College
- Extension Centers in Greenlee County — Clifton/Morenci and Duncan — provided by Eastern Arizona College
- Eastern Arizona College — Main Campus, Thatcher
- Additional programs offered in Safford, Swift Trail, and Fort Grant

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STATE BOARD OF DIRECTORS FOR
COMMUNITY COLLEGES OF ARIZONA

3225 N. CENTRAL AVENUE , SUITE 1220 PHOENIX, ARIZONA 85012-2411
TEL (602) 255-4037 FAX (602) 279-3464

October 27, 1998

The Honorable Jane Dee Hull
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Hull:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the *Annual Report to the Governor, FY 1997-1998* as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. In addition, please find a copy of the *Statistical Supplement to the Annual Report.*

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

T.O. Beach

T.O. Beach
Chairman

State Board of Directors for Community Colleges of Arizona
1998 Executive Committee and Executive Director

T. O. Beach, Chair
Yuma County (Term: 1994-2001)

Patrick K. Carlin, Vice Chair
Mohave County (Term: 1994-2001)

Theodore C. Fichtl, Secretary
Cochise County (Term 1995-2002)

Nicholas S. Balich, Treasurer
Maricopa County (Term: 1997-2004)

Thava T. Freedman
Immediate Past Chair
Navajo County (Term: 1993-2000)

Michael G. Clifton, Member at Large
Coconino County (Term: 1996-2003)

Donald E. Puyear, Ph.D.
Executive Director

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1998 Board Members

La Veri E. Ashcroft
Apache County (Term: 1998-2005)

Byron K. Mills
Gila County (Term: 1996-2003)

Lois W. Claridge
Graham County (Term: 1995-2002)

Ruth Senne
Greenlee County (Term: 1992-1999)

E. Conkie Hoover
La Paz County (Term: 1998-2005)

J. Peter Hershberger, Jr.
Pima County (Term: 1998-2005)

James A. Hartdegen
Pinal County (Term: 1996-1999)

Lourdes Morano-Jeong
Santa Cruz County (Term: 1993-2000)

Karen F. Rizk
Yavapai County (Term: 1997-2004)

Chris Herstam
Arizona Board of Regents
Representative

Jennifer Mabry
Superintendent of Public
Instruction Representative

Exiting Board Members 1997

Jessie Slade
Apache County (Term: 1995-1998)

Robert L. Gugino
Pima County (Term: 1991-1998)

Judy Gignac
Arizona Board of Regents
Representative

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1998 Acknowledgments

Many individuals contributed to the preparation of the *Annual Report*. The following community college representatives are gratefully acknowledged for their assistance in the collection of data used in this report:

Gil Aguiles (Arizona Western College)
Louis Attinasi (Pima Community College)
Richard D. Balsley (Eastern Arizona College)
Elise Bernal (Yavapai College)
Winifred A. Black (Arizona Western College)
LeSandra Bryan (Cochise College)
John Coomer (Yavapai College)
Mary Day (Maricopa Community Colleges)
Fred W. Gaudet, Jr. (GateWay Community College)
Steve Gonzalez (Mesa Community College)
Howard Greenlee (Paradise Valley Community College)
Stephen Hill (Coconino Community College)
Roger L. Johnson (Mohave Community College)
Althea C. Long (Scottsdale Community College)
Kate Lynch (South Mountain Commmunity College)
Linda Miller (Rio Salado College)
Lorie O'Brien (Maricopa County Community Colleges)
Paul E. Phelps (Eastern Arizona College)
Doug Presser (Cochise College)
Holly Rea (Estrella Mountain Community College)
Everett C. Robinson (Northland Pioneer College)
Raul Sandoval (Phoenix College)
Philip J. Silvers (Pima Community College)
Daniel Simper (Northland Pioneer College)
Suzanne Smelzer (Glendale Community College)
Phil Tullar (Coconino Community College)
Cathy Urbanski (Chandler-Gilbert Community College)
John Wilson (Mohave Community College)
Eloise K. Young (Central Arizona College)

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 1998
Pete Gonzalez
Carol Nau
Claudia Schreiner
Carol Thompson

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For more detailed information about enrollment, finances and other data about the Arizona community colleges, please refer to the *Statistical Supplement to the Annual Report to the Governor, FY 1997-1998,* also issued by the State Board.

Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that--like the society to which it responds--is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or pre-professional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.

2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.

3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.

4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.

5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.

6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

Mission Statement of the State Board

The mission of the **State Board of Directors for Community Colleges of Arizona** is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on November 21, 1992.

Vision Statement of the State Board

We, the **State Board of Directors for Community Colleges of Arizona,** are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on June 18, 1994.

Arizona Community College
Progress Reports
FY 1997-1998

THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA
Dr. Donald E. Puyear, Executive Director
3225 North Central Avenue, Suite 1220, Phoenix, Arizona 85012
Telephone: 602.255.4037 Fax: 602.279.3464 Website: http://www.stbd.cc.az.us

Major Accomplishments in 1997-98

State Board/Office New Board Members

La Verl Ashcroft from Apache County, Conkie Hoover from La Paz County, and J. Peter Hershberger from Pima County were appointed to the State Board by Governor Jane Dee Hull. Their terms are for the period from January 1998 to January 2005. Ms. Hoover had previously been appointed to the State Board by Governor Fife Symington to complete an unexpired term.

Study Sessions

Joint study sessions with Arizona Association of District Governing Boards (AADGB) and the Arizona Community College Presidents' Council (ACCPC) were held to:

— discuss development of critical issues for submission to the state budget offices.

— discuss the State Board Sunset Review findings.

— examine the issue of unorganized counties and the change to a biennial budget cycle.

— discuss applied and cooperatively-delivered baccalaureate degrees.

— review the growth of distance learning and the implications for state level governance.

Campus Site Visitations and Board Meetings

Held a meeting at the Rio Rico Resort and received a presentation on the services offered by Pima Community College in Santa Cruz County.

Held a meeting at the Prescott Resort and Conference Center and received a presentation on the programs and services at Yavapai College. Dr. Linda Blessing, Director of Arizona Department of Economic Security, gave a presentation on welfare reform.

Held a meeting at Central Arizona College and was provided a presentation by President John Klein and college personnel along with explanation of an organization renewal effort titled "CAC Transformation Journey for Greater Access, Achievement and Accountability."

Held a meeting at Estrella Mountain Community College in March. A convocation was held on the Arizona Learning Systems.

Held a meeting at Rio Salado College. The State Board received a report by President Linda Thor on the services and programs at the College. This focused on the growth of the college, customized partner degree programs, adult basic education programs, and distance learning technology. Dr. Thor provided a demonstration of this ever-increasing method of delivery.

State Board Ad Hoc Committee on Strategic Planning

Continued its strategic planning work and reported on progress of each of the adopted strategic plan goals.

State Board Action/Activities related to Campus Sites

Approved Central Arizona College's request to purchase real property in the City of Casa Grande to provide a permanent site for the Casa Grande Educational Center.

Attended the dedication of the Page Campus of Coconino Community College.

Approved Yavapai College's request to purchase real property from the Sedona Cultural Park for the Sedona Learning Center.

Formally classified and recognized the North Mohave Center as a campus.

Cooperation with other entities

Participated in commissioning the Joint Conference Committee with the Arizona Board of

Regents to begin a study of the postsecondary academic programs currently available in Arizona.

Approved adding the appointment of a State Board representative to the Arizona Alliance for Arts Education.

Sunset Review

Adopted a definition for "stronger statewide leadership." Was successfully endorsed by the Legislature and the Governor's Office to continue until the year 2008 as recommended by the Arizona Auditor General's Office.

Legislative Support

Supported HB 2287 which provided for the establishment of provisional community college districts.

Provided support for HB 2505 which appropriated $1 million to the Cochise District for establishing a campus in Benson.

State Board Rules

The State Board continued the process of review validation of its rules to insure currency and compliance with state requirement.

Upcoming Issues for 1998-99

To continue in the implementation of the Arizona Learning Systems in order to deliver quality distance and technology-assisted learning that integrates the services of community colleges with those of public education and other segments of higher education

To continue working with the legislature and policy leaders on examining the potential need for baccalaureate degrees at the community college level. This effort will continue through the Higher Education Study Committee

To continue monitoring the agreements focusing on Transfer/Articulation between community colleges and universities

To examine state funding of Arizona's Community Colleges with the assistance of the ten community college districts

To work with counties without community college districts to ensure the citizens of those counties are receiving the necessary community college services in their regions

To continue meeting and presenting the demonstrated needs of Arizona's Community Colleges to the Governor's Office and Legislature

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		85,168
Annual Unduplicated Headcount		299,246
Fall 1997 Headcount (credit)		155,689
By Full-Time or Part-Time	Fall 1997	
Full-Time	36,023	(23.1%)
Part-Time	119,666	(76.9%)
Total	155,689	(100.0%)
By Gender	Fall 1997	
Female	88,747	(57.0%)
Male	64,819	(41.6%)
Undeclared	2,123	(1.4%)
Total	155,689	(100.0%)
By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	1,659	(1.1%)
Black, non-Hispanic	5,386	(3.5%)
American Indian or Alaskan Native	6,072	(3.9%)
Asian or Pacific Islander	4,135	(2.7%)
Hispanic	27,637	(17.8%)
White, non-Hispanic	102,878	(66.1%)
Race/Ethnicity Unknown	7,922	(5.1%)
Total	155,689	(100.0%)
Instructional Staff	Fall 1997	
Full-Time Instructors	1,897	(23.7%)
Part-Time Instructors	6,054	(76.3%)
Total	7,933	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$145,395,797
District Tax Levy		$286,451,852
State Aid (incl. Equalization)		$118,263,690
Tuition & Fees		$85,933,116
Grants & Contracts		$5,101,147
Transfers & Other Revenues		$88,402,684
Reserve for Future Acquisitions		$(83,913,056)
Total		$645,635,230
District Expenditures FY 1997-1998		
General Fund Expenditures		$411,385,330
Capital Outlay Plant Fund		$111,441,270
Bond & Debt Redemption		$79,526,279
Bond & Debt Interest		$16,846,106
Total		$619,198,985

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT
COCHISE COLLEGE

Dr. Karen Nicodemus, President
4190 West Highway 80, Douglas, Arizona 85607-9724
Telephone: 520.364.0350 Fax: 520.364.0206 Website: http://www.cochise.cc.az.us

Introduction

Cochise College, established in 1961 as the second community college in the State, is located in the southeast corner of Arizona. Cochise College serves a diverse community at its two main campuses in Douglas and Sierra Vista, plus a center in Willcox. The primary mission of the College is to provide education to citizens of Cochise County. The College offers associate degree programs, transfer education to the state universities, adult education, vocational and certificate programs, and a wide variety of personal interest classes.

Major Accomplishments in 1997-98

Offered several courses via on-line delivery — Cochise College faculty members formed an ad hoc committee and developed seven on-line courses, which were offered during the year. An additional 12 courses are under development as well as a new certificate program to be offered on-line. The Governing Board approved an expanded pilot program for 1998-99 defining instructional roles, compensation and course fees.

Cochise College

Initiated major curriculum review process, focusing on learner outcomes — All courses are being reviewed and brought up to a uniform standard for expected student outcomes. So far, 22 courses have been modified to conform to the desired outcomes and assessments format.

Revised transfer degree programs to facilitate statewide transfer articulation model — As a result, three transfer degree programs were created. The statewide General Education Task Force has approved the College's general education framework for all three new degrees.

Developed and implemented a comprehensive technology plan to empower faculty, staff and students — A host of changes including upgrading the operating software for the college, networking faculty and staff into the main college system, and standardizing the college to a uniform software platform will result in a dramatic improvement in access to information and internal communications.

Received State legislative funding to support development of a College center in Benson — Cochise College will receive $1 million from the State over the next two years. This along with other significant donations and internal funds will be used to move towards the mid to late Year 2000 completion target.

Major Issues and Resolutions in 1997-98

New President — Dr. Karen Nicodemus replaced President Walter Patton, who resigned for health reasons. Dr. Nicodemus, who has been with the College for 12 years, emerged as the unanimous choice of the Governing Board following a national search process that generated 71 candidates.

Enrollments showing progress — Enrollments are up about six percent, reversing several years

of declines, in response to a variety of recruitment and marketing efforts involving a wide cross-section of faculty and staff.

Provided support to local communities through the Cochise College Center for Economic Research — An annual Benson Economic Forum was added to similar economic analysis and presentations for Douglas and Sierra Vista. The Center also sponsored a Strategic Planning Conference for county and city officials to coordinate planning issues across the county.

Upcoming Issues for 1998-99

Development and implementation of a College vision and strategic plan — In response to the pace of change in higher education and increased competition, the College needs to engage in an open process to realign our vision and plans.

Development and implementation of a comprehensive enrollment management plan — This will focus on the areas of marketing, recruitment and retention. The College hopes to engage the widest possible participation of faculty and staff in the formulation and execution of the plan.

Continue transformation to a learner-centered institution — The College believes that it can best adjust to changes in educational delivery and increased competition for traditional student population base by focusing more on better meeting the needs of students. Simply stated, there is a need to do a better job of delivering the desired educational content to students where they want it and when they want it. This will require enhancing current strengths and developing both new competencies and patterns of behavior.

Strengthen partnerships with local high schools and universities — As part of the overall approach to meeting the needs of students and responding to the changes in the educational market, the College is exploring an agreement with two local high schools and the University of Arizona/Sierra Vista to create a "seamless" educational opportunity for students.

Support College Foundation in its goal to raise $2 million by the year 2000 — The Cochise College Foundation raised over $1 million compared to its goal of $700,000 in its most recent campaign. An enthusiastic Foundation Board has increased its fund raising sights and the College will work closely with them to reach their new objective.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		3,255
Annual Unduplicated Headcount		6,400
Fall 1997 Headcount (credit)		4,580
By Full-Time or Part-Time	Fall 1997	
Full-Time	1,387	(30.3%)
Part-Time	3,193	(69.7%)
Total	4,580	(100.0%)
By Gender	Fall 1997	
Female	2,704	(59.0%)
Male	1,847	(40.3%)
Undeclared	29	(0.6%)
Total	4,580	(100.0%)
By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	43	(0.9%)
Black, non-Hispanic	321	(7.0%)
American Indian or Alaskan Native	52	(1.1%)
Asian or Pacific Islander	132	(2.9%)
Hispanic	1,290	(28.2%)
White, non-Hispanic	2,545	(55.6%)
Race/Ethnicity Unknown	197	(4.3%)
Total	4,580	(100.0%)
Instructional Staff	Fall 1997	
Full-Time Instructors	113	(29.4%)
Part-Time Instructors	271	(70.6%)
Total	384	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$3,143,946
District Tax Levy		$7,512,768
State Aid (incl. Equalization)		$7,582,000
Tuition & Fees		$4,351,818
Grants & Contracts		$309,989
Transfers & Other Revenues		$546,761
Reserve for Future Acquisitions		$0
Total		$23,447,282
District Expenditures FY 1997-1998		
General Fund Expenditures		$17,598,568
Capital Outlay Plant Fund		$992,067
Bond & Debt Redemption		$155,000
Bond & Debt Interest		$144,459
Total		$18,890,094

COCONINO COUNTY COMMUNITY COLLEGE DISTRICT
COCONINO COMMUNITY COLLEGE

Dr. V. Philip Tullar, President
3000 North Fourth Street, P.O. Box 80000, Flagstaff, Arizona 86003-8000
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Introduction

Arizona's newest Community College District celebrated its seventh anniversary this year and continues to succeed. Its success is underscored by the increasing demands from its community. Coconino County entities have begun to depend greatly upon the services of its new community college. The College mission is to "Promote student success through comprehensive learning opportunities for its community." Twenty-three full-time and approximately 175 part-time faculty served more than 7,000 students in Flagstaff and two full-time and 36 part- time faculty served more than 600 students attending class in Page. Student learning, classrooms and laboratories together with the district support office function continue in a former strip mall in Flagstaff.

Major Accomplishments 1997-98

The new Page campus was dedicated on October 3, 1997 and has successfully completed its first full year of operations. This development is the result of a unique and innovative tripartite partnership between Coconino Community College (CCC), the City of Page Municipal Library, and Northern Arizona University (NAU). Enhanced higher educational opportunities for place-bound citizens of the remote Northern Arizona rural community are now a reality.

Coconino Community College

During the year, the College completed the master plan for a permanent Flagstaff campus that will serve as the Coconino County Learning Center of the Future. The facility will provide educational opportunity through high technology and virtual delivery systems to rural communities throughout the county. The county electorate passed a $25 million capital bond initiative to finance the initial construction of the Flagstaff campus, complete the Page campus and provide distance delivery educational services to the 18,600 square mile county.

On March 18, 1998 the College selected an architectural firm to perform required services for design and construction phases of the new facility. The State Board of Directors for Community Colleges approved the architectural firm and master plan on June 19, 1998. The facility capitalizes on the unique collaborative partnerships between NAU and CCC and will utilize 40 acres of land made available by the Arizona Board of Regents.

The College conducted a major review of approximately 150 curricula. Twenty-three experimental courses, 27 permanent courses, and 57 course modifications were approved. This major curriculum effort was stimulated by the preparation for the Arizona General Educational Core modifications and responses to community workforce needs. ART-100 (Art Appreciation) was offered on the World Wide Web through assistance from Arizona Learning Systems and promises to be a continuing tradition in distance delivery.

CCC made progress with local employers by offering PLATO services and a variety of credit generating classes to match their training needs. Five companies (Wisconsin Tissue, Westmont Industries, Prent Corp., Ralston Purina and W.L. Gore) participated in a series of industrial technology classes. Connect Tech International and New England Business Service, Inc. engaged CCC to provide customized special topics courses, in electronic assembly and business Spanish. In regard to educational and computer training, many public and private sector employers continue to

prefer CCC's intensive, short-term offerings. Employees from the City of Flagstaff, Coconino County, Salt River Project (Navajo Generating Station), Arizona Public Service, Arizona Department of Transportation, Citizens Utilities, Alpine Resources, Flagstaff Medical Center, and the Northern Arizona Association of Realtors attended a variety of workshops. CCC also accepts an intense responsibility to provide workforce training and educational opportunities to workers in Coconino County.

The College continues with the major software conversion. The Banner Financial Aid module was fully implemented during Spring of 1998. Financial Aid awards totaling $1,436,834 were disbursed to 1,262 students.

For the first time at CCC, a scholarly student recognition program of a Vice President's List and President's List was initiated. For the Spring 1998 term, 225 students earned a place on the Vice President's List (3.53 - 3.99 GPA) and 299 students earned a place on the President's List (4.0 GPA). Two CCC scholars were named to the All-Arizona Academic Team and received Regent scholarships to Arizona universities.

The Learning Enhancement Center designed and implemented ten leadership development sessions for staff. One hundred-forty workshops were held for 1,071 students. During the Fall '97 and Spring '98 semesters, an average of 9,100 student contacts was achieved.

Upcoming Issues for 1998-99

CCC will begin development of the Flagstaff campus, which will include contract preparations, architectural design, site development and the underwriting of bonds approved by voters in November 1997.

The College is beginning to prepare for the North Central Association's accreditation visit during the 2000-01 academic year.

The College is ever challenged to develop innovative ways to meet the needs of the county community. In fiscal year 1999, the District will begin implementing strategies that include distance learning and campus development. Additional course offerings and curricula are constantly under review to satisfy the growing needs of the community, business and industry.

Improved recruitment and retention strategies using more effective public relations, advertising and student services will be initiated.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		1,497
Annual Unduplicated Headcount		6,535
Fall 1997 Headcount (credit)		3,434
By Full-Time or Part-Time	**Fall 1997**	
Full-Time	1,029	(30.0%)
Part-Time	2,405	(70.0%)
Total	3,434	(100.0%)
By Gender	**Fall 1997**	
Female	2,003	(58.3%)
Male	1,426	(41.5%)
Undeclared	5	(0.1%)
Total	3,434	(100.0%)
By Ethnic or Race Group	**Fall 1997**	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	51	(1.5%)
American Indian or Alaskan Native	491	(14.3%)
Asian or Pacific Islander	68	(2.0%)
Hispanic	341	(9.9%)
White, non-Hispanic	2,458	(71.6%)
Race/Ethnicity Unknown	25	(0.7%)
Total	3,434	(100.0%)
Instructional Staff	**Fall 1997**	
Full-Time Instructors	25	(13.8%)
Part-Time Instructors	156	(86.2%)
Total	181	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$705,606
District Tax Levy		$3,334,611
State Aid (incl. Equalization)		$3,122,700
Tuition & Fees		$1,511,617
Grants & Contracts		$0
Transfers & Other Revenues		$(46,199)
Reserve for Future Acquisitions		$(442,260)
Total		$8,186,075
District Expenditures FY 1997-1998		
General Fund Expenditures		$6,818,170
Capital Outlay Plant Fund		$331,979
Bond & Debt Redemption		$300,000
Bond & Debt Interest		$51,783
Total		$7,501,932

GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT
EASTERN ARIZONA COLLEGE

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Telephone: 520.428.8231 Fax: 520.428.8462 Website: http://www.eac.cc.az.us

Introduction

Eastern Arizona College, founded in 1888, serves the 88,900 residents of three eastern Arizona counties — Graham, Greenlee and Gila. In addition to the main campus in Thatcher and a campus in Globe, the College delivers educational programs at 17 other primary locations.

During the 1997-98 school year, EAC enrolled 4,735 students in Graham County; 3,254 students in Gila County; 666 students in Greenlee County; and 631 students in prison programs, for a total of 9,286 students district-wide. EAC's students range in age from 9 to 94 with an average student age of 36. EAC's 1997-98 operational cost per Full-Time Student Equivalent (FTSE) was $5,507.

Major Accomplishments in 1997-98

— EAC attained its highest-ever enrollment in Graham County at 2,637 FTSE.

— EAC set in place curriculum changes to support the new system-wide initiative to facilitate transfer of students attending Arizona's state-funded community colleges to Arizona's state-funded universities without loss of credit.

— EAC graduated its second Associate Degree Nursing class.

— EAC enhanced its Health Care education offerings with new certificate programs — Nursing Assistant II, Home Health Aide, Medical Assistant (Front Office), Medical Transcriptions, Patient Care Technician, Emergency Medical Technician - Basic, Emergency Medical Technician - Paramedic — and a Paramedicine AAS degree offering.

EAC Campus Administration Building with Mt. Graham in the background.

— EAC continued to assist Phelps Dodge Mining Corporation in Morenci with its Emergency Rescue Response Team training.

— The College expanded its partnership with Safford High School by providing Drafting training including a new Honors Program.

— EAC established a partnership with Mt. Graham High School to provide computer and office technology instruction.

— EAC partnered with Northern Arizona University to offer a Bachelor of Business Administration Degree at EAC's Thatcher Campus.

— EAC's World Wide Web site <www.eac.cc.az.us> was expanded to include: automated/updated class schedules along with on-line registration capabilities; improved athletics pages for up-to-date sports information; pages added for the Library that make CD-ROM and other resources available to students on-line; improved visibility in Internet search engines and indexes; and employee Intranet which allows for document sharing and provides staff information.

— EAC acquired a 52.7 -acre parcel of land in Thatcher immediately adjacent to the southeast corner of the Campus. The land will be used for future expansion.

— EAC implemented electronic multi-media technologies in all student-recruiting efforts.

— The College developed and implemented a comprehensive strategic enrollment management plan.

Major Issues and Resolutions in 1997-98

— EAC completed construction of a new 41,250 square foot, 144-occupant residence hall complex on the Thatcher Campus. Students moved into the residence complex in November 1997.

— EAC's Associate Degree Nursing program received approval from the State Board of Nursing to move from "provisional" to "regular" status.

— EAC modified the General Education and degree programs to be in conformity with the Transfer Articulation Task Force Report.

— EAC expanded its Early Childhood Development program with the hiring of a full-time faculty member with a goal of increasing services to child care providers in the College's service area.

— EAC completed "year-2000" compatibility updates for integrated Student Records and Financial software.

— A new computer lab was installed at the EAC-San Carlos Satellite Center. New Pentium-class computers were installed. A 56K data line installation was initiated.

— EAC's Thatcher Campus Administration Building wiring was updated to "twisted pair" from "coaxial" cable, to isolate network failures to a single user as well as position users to take advantage of faster network technology as it becomes affordable.

— EAC's central computer network hub was further segmented to allow easier and quicker isolation of data communication problems.

— EAC made available direct graphical Internet capabilities for each student residing in the new Residence Towers.

— EAC made on-line admission, class registration and course information accessible and timely via its Internet web site.

— EAC, working in cooperation with the Town of Payson and Gila County, developed a master plan for the new 55-acre campus site in Payson. Architectural drawings for the first building on the campus were completed.

Upcoming Issues for 1998-99

— EAC will seek to maintain a stable funding base, including equalization.

— EAC will be phasing in computerized placement testing at all of its educational sites during the 1998-99 school year.

— The College is in the process of moving all of its courses and curricula to "performance-based" standards.

— Ongoing efforts by the College will continue in support of the new statewide initiative to facilitate transfer from Arizona's state-funded community colleges to Arizona's state-funded universities without loss of credit.

— The College will continue to refine and enhance new instructional delivery methods utilizing emerging technologies.

— EAC will continue to work with Safford and Morenci high schools to increase high school honors programs. The Morenci High School Honors Program will be expanded to include Spanish language instruction.

— The College will seek to enhance its foreign language instruction program on the Thatcher Campus by adding a full-time French language instructor.

— Eastern will investigate solutions allowing students Internet web access to on-line personal records and course information with high levels of security protecting data integrity.

— EAC will add interactive, multimedia presentations and tours to its Internet web site to give off-site visitors a feel for the diversity of campus opportunities and the quality of an EAC education.

— The College will research and implement any additional changes necessary for hardware, third party software and operating systems to complete "year-2000" compatibility District-wide.

— EAC will investigate addition of direct graphical Internet capabilities to all residence hall rooms.

— EAC will be implementing its newly designed college logo on all its official visual representations.

— EAC's new Payson Campus facilities will be complete in the Spring of 1999.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		2,637
Annual Unduplicated Headcount		9,286
Fall 1997 Headcount (credit)		4,845
By Full-Time or Part-Time	Fall 1997	
Full-Time	1,410	(29.1%)
Part-Time	3,435	(70.9%)
Total	4,845	(100.0%)
By Gender	Fall 1997	
Female	2,831	(58.4%)
Male	2,014	(41.6%)
Undeclared	0	(0.0%)
Total	4,845	(100.0%)
By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	32	(0.7%)
Black, non-Hispanic	86	(1.8%)
American Indian or Alaskan Native	278	(5.7%)
Asian or Pacific Islander	38	(0.8%)
Hispanic	954	(19.7%)
White, non-Hispanic	3,395	(70.1%)
Race/Ethnicity Unknown	62	(1.3%)
Total	4,845	(100.0%)
Instructional Staff	Fall 1997	
Full-Time Instructors	64	(28.4%)
Part-Time Instructors	161	(71.6%)
Total	225	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$14,098,112
District Tax Levy		$1,343,065
State Aid (incl. Equalization)		$12,945,300
Tuition & Fees		$2,273,447
Grants & Contracts		$2,088,862
Transfers & Other Revenues		$(1,493,838)
Rreserve for Future Acquisitions		$(11,119,330)
Total		$20,135,618
District Expenditures FY 1997-1998		
General Fund Expenditures		$12,591,277
Capital Outlay Plant Fund		$2,400,494
Bond & Debt Redemption		$0
Bond & Debt Interest		$0
Total		$14,991,771

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
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Introduction

Community colleges have emerged as a major force in American education by making convenient, affordable, quality education available to virtually everyone. The Maricopa Community Colleges is a leading example of this. Its system of ten community colleges, two skill centers, and multiple satellite education centers--the second largest district of its kind in the nation—remains the largest provider of post-secondary education in Arizona as well as a major resource for job training.

There are 7,297 courses in Maricopa's course bank — more than 4,500 active at any given time. Over 190,000 students attend classes in any given year — 160,000 of which are unduplicated credit. About 85 percent of Maricopa's students are employed. Fifty percent hold full-time jobs. Fifty-seven percent are women and one in every three students is a woman over age 25. The range of student ages is from 13 to 90, the average being 30. Interestingly, there are approximately 6,000 students over the age of 50, of whom 1,950 are 60+.

The resulting variety of enrollment is a strength that makes Maricopa colleges a highly democratizing force in society. Maricopa Community Colleges give people a sense of pride, and an opportunity to realize dreams. Measuring quality for Maricopa is gauged not only by students completing degree programs but by how many students get jobs, advance in careers and receive a chance at higher education. Maricopa takes students where they want to go.

District Office Building

Because Maricopa County Community College District believes that the community college is a place where everyone can realize his or her full potential, Maricopa sanctions the three inherent key roles for such schools.

1. Maricopa trains people to earn a living. For many, it is the first opportunity to be successful at something.

2. Maricopa prides itself on strong liberal arts programs. The assumption is that in every class, there is a potential poet, physicist, chemical engineer, physician — people who will transfer to four-year schools to continue their academic journey.

3. Not everyone is ready for college, but most can be prepared.

The Maricopa vision remains this: to strive to exceed the changing expectations of its many diverse communities for *effective, innovative, student-centered, flexible* and *lifelong* educational opportunities. From this vision evolved Maricopa's distinct mission; *to create and continuously improve affordable, accessible, and effective environments* through which varied learning needs may be satisfied. The mission is accomplished through *university transfer education, general* as well as *developmental education, work force development* and *student development services*, and *continuing* and *community education* endeavors. A strong commitment to continuous improvement, the respect for diversity, and the efficient use of resources drive decision-making at every level of the organization.

Ongoing Issues for The Maricopa Community Colleges

The Maricopa Community Colleges Governing Board held a "strategic conversation" during Spring 1998 with students, community members, and employees from across the district. Through a series of processes, the following topics (not in priority order) were agreed upon as key issues facing Maricopa and its leadership:

1. Curriculum and instruction: delivery methods; keeping curriculum relevant for changing student populations; integrated courses; lifelong learning; four-year degrees; school-to-work programs

2. Student issues: learner-centered delivery; access; outcomes and assessment; multiculturalism; flexible and convenient services

3. Changing demographics: increasing numbers of at-risk students; remedial education requirements for underprepared youth; aging population; general population growth of Maricopa County; cultural diversity

4. Technology: institutional management systems; technology access to students; distance learning; need to prepare and maintain a skilled workforce; increasing dependence on the Net

5. Finances and accountability: sufficient and additional funding sources; cost containment; increased reporting requirements; financial assistance to students; capital budgets to support enrollment and facilities growth; performance funding; privatization

6. Partnerships: secondary schools, universities, business and industry, community organizations

7. Physical and human resources: aging infrastructure; wave of impending retirements; training, accountability, and renewal for employees; health and safety issues

8. Competition: proprietary institutions; distance learning providers; corporate training facilities; charters; college vouchers; competitive marketplace of education and training

9. Outreach and community linkages: globalization; civic responsibilities; collaboration with agencies and organizations; service learning; seamless education

10. Change management: restructuring; continuous quality improvement; environmental scanning; privatization; expanding teaching paradigm; welfare reform

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	47,875
Annual Unduplicated Headcount	169,406
Fall 1997 Headcount (credit)	91,348

By Full-Time or Part-Time	Fall 1997	
Full-Time	20,510	(22.5%)
Part-Time	70,838	(77.5%)
Total	91,348	(100.0%)

By Gender	Fall 1997	
Female	50,462	(55.2%)
Male	38,839	(42.5%)
Undeclared	2,047	(2.2%)
Total	91,348	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	1,009	(1.1%)
Black, non-Hispanic	3,621	(4.0%)
American Indian or Alaskan Native	2,492	(2.7%)
Asian or Pacific Islander	2,836	(3.1%)
Hispanic	13,093	(14.3%)
White, non-Hispanic	61,806	(67.7%)
Race/Ethnicity Unknown	6,491	(7.1%)
Total	91,348	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	1,041	(26.8%)
Part-Time Instructors	2,842	(73.2%)
Total	3,883	(100.0%)

District Sources of Funds FY 1997-1998	
Fund Balance	$62,244,147
District Tax Levy	$177,904,733
State Aid (incl. Equalization)	$48,572,100
Tuition & Fees	$46,083,121
Grants & Contracts	$0
Transfers & Other Revenues	$81,806,682
Reserve for Future Acquisitions	$(49,911,466)
Total	$366,699,317

District Expenditures FY 1997-1998	
General Fund Expenditures	$225,175,279
Capital Outlay Plant Fund	$77,512,093
Bond & Debt Redemption	$73,518,172
Bond & Debt Interest	$10,598,879
Total	$386,804,423

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
CHANDLER-GILBERT COMMUNITY COLLEGE
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Introduction

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District, was created in 1985 to serve the educational needs of the rapidly-growing population in the Southeast Valley of the Phoenix Metropolitan Area. CGCC has a Pecos Campus, as well as two extension sites, the Williams Campus and the Sun Lakes Education Center.

Major Accomplishments in 1997-98

Campus expansion, funded by the successful 1994 capital bond election, will add more than 100,000 square feet to the Pecos Campus, and the additional classrooms will allow CGCC to serve an additional 4,000 students. Ground-breaking was held in August, 1997. The buildings are scheduled to open in January, 1999.

The Sun Lakes Education Center (SLEC), a college extension serving the retirement community of Sun Lakes and surrounding residential areas, was completed in the spring of 1997. Course offering have been tailored to the unique needs of the Sun Lakes Community in conjunction with Chandler Regional Hospital, with which CGCC has developed a unique shared location and partnership to provide health and educational services.

Chandler-Gilbert Community College

CGCC began offering general education classes in support of ASU East programs at the Williams Campus. In addition, Aviation and Semiconductor Manufacturing programs are offered at the Williams Campus.

Major Issues and Resolutions in 1997-98

The Virtual Reality Competency Center (VRC^2) opened its doors for training and education on July 13, 1998. The center is a joint venture between the CGCC and Prosolvia, a Swedish-based international software company. A five-year agreement to develop the center was approved in January, 1998.

A primary purpose of the center is to develop software applications that will be used for education and training in our colleges, universities and to our local industry. While the technology is over 25 years old, it has finally become affordable and quite effective on PC and UNIX platform computers. The two initial target industries for training and education in Arizona will be the Semiconductor Manufacturing and Aircraft Maintenance/Flight Training sectors.

Upcoming Issues for 1998-99

CGCC continues to implement the capital development plan for physical plan improvements, facilities, renovation, and classroom space additions. Future construction for the first phase also includes a student center and performing arts building.

CGCC's service area encompasses the fastest-growing area in the Valley of the Sun. Both Chandler and Gilbert are ranked among the fastest growing communities in the nation. It will remain a challenge to keep up with the ever-growing and changing needs.

Facts-at-a-Glance		
Enrollment FY 1997-1998		
Annual Full-Time Student Equivalent		1,913
Annual Unduplicated Headcount		6,872
Fall 1997 Headcount (credit)		3,910
By Full-Time or Part-Time	Fall 1997	
Full-Time	917	(23.5%)
Part-Time	2,993	(76.5%)
Total	3,910	(100.0%)
By Gender	Fall 1997	
Female	2,127	(54.4%)
Male	1,685	(43.1%)
Undeclared	98	(2.5%)
Total	3,910	(100.0%)
By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	27	(0.7%)
Black, non-Hispanic	87	(2.2%)
American Indian or Alaskan Native	51	(1.3%)
Asian or Pacific Islander	93	(2.4%)
Hispanic	610	(15.6%)
White, non-Hispanic	2,813	(71.9%)
Race/Ethnicity Unknown	229	(5.9%)
Total	3,910	(100.0%)
Instructional Staff	Fall 1997	
Full-Time Instructors	56	(23.9%)
Part-Time Instructors	178	(76.1%)
Total	234	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
ESTRELLA MOUNTAIN COMMUNITY COLLEGE
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Introduction

Estrella Mountain Community College, the tenth and newest member of the Maricopa Community College District, was established in 1990 and opened the doors of its 105-acre site in the fall of 1992. The college is located in southwestern Maricopa County and serves a rapidly growing population that is currently at approximately 160,000 residents and expected to increase to over 400,000 by the year 2020. Estrella Mountain's service area is comprised of Avondale, Buckeye, El Mirage, Goodyear, Litchfield Park, Surprise and Tolleson, as well as a portion of West Phoenix.

Major Accomplishments in 1997-98

Through the 1994 bond initiative passed by Maricopa County citizens, Estrella Mountain is now building Phase II of its campus. The first part of this project involves the expansion of Montezuma Hall to add classrooms and science laboratories, faculty offices, a multimedia teaching space and remodel other areas. It also includes improvements to the Facilities Complex, as well as site improvements encompassing landscaping, outdoor public areas, Thomas Road access, parking, lighting and security. Additionally, the Maricopa Community College District's SouthWest Skill Center is under construction and will be sited on the Estrella Mountain campus. Both projects are scheduled for completion in May 1999.

Estrella Mountain Community College

Estrella Mountain has been selected as Maricopa County's first Regional Cisco Networking Academy, as well as the first within the Maricopa Community College District. This is a collaborative partnership among academic institutions nationwide and Cisco Systems, Inc., the world's largest manufacturer of networking and Internet hardware. Through this program, students are trained to design, install and maintain computer networks. After completion of the four-semester program, students are prepared to take the Cisco Certified Networking Associate exam.

Technology and access to information continues to be a major emphasis at Estrella Mountain. The Information Commons, which is linked to all facilities on campus, integrates instructional support, library services and information access. During the 1997-98 academic year, the college completed the installation of an asynchronous transfer mode fiber backbone wide area network (WAN). This new high capacity WAN has improved the students' ability to access information on a worldwide basis and deliver it with greater speed and reliability.

The Genesis West program is a partnership with Agua Fria, Tolleson and Dysart High School Districts that offers students an alternative to traditional high school. Genesis West students complete their high school diplomas and earn college credit simultaneously. During the 1997-98 academic year, the program, which was founded in the fall of 1994 with 19 students, continued to grow to 90 students seeking a new start toward academic success.

Estrella Mountain's coenrollment program, offered in conjunction with five local high schools, attracted more than 500 students each semester during the 1997-98 academic year. The program offers students an opportunity to enroll in college classes and at the same time earn high school credit. The coenrollment figures, which include students from the partnering high schools and the Genesis West program, comprised 18 percent of the fall 1997 head count, the second highest percentage of concurrent enrollment in the Maricopa Community College District.

Estrella Mountain was one of the first of the Maricopa Community Colleges to participate in The America Reads Challenge, a program that endeavors to teach children to read by the end of the third grade. With the help of 16 federal work-study students, EMCC piloted the program during the 1997-98 academic year at three elementary school districts in the college's service area. These students tutored 340 elementary students for 150 hours during a 30-week period.

Major Issues and Resolutions in 1997-98

During the 1997-98 academic year, a partnership program with Agua Fria and Tolleson High School Districts and Arizona State University West's College of Education that encourages high school and community college students to pursue teaching careers was conceived. The program creates a well-defined pathway and activities for students who are interested in teaching.

EMCC joined its community partner, the West Valley Fine Arts Council, to sponsor the first west valley Youth Arts Festival, a kick-off event to a more comprehensive arts education program.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		1,243
Annual Unduplicated Headcount		5,338
Fall 1997 Headcount (credit)		3,007
By Full-Time or Part-Time	**Fall 1997**	
Full-Time	524	(17.4%)
Part-Time	2,483	(82.6%)
Total	3,007	(100.0%)
By Gender	**Fall 1997**	
Female	1,857	(61.8%)
Male	1,073	(35.7%)
Undeclared	77	(2.6%)
Total	3,007	(100.0%)
By Ethnic or Race Group	**Fall 1997**	
Non-Resident Alien	6	(0.2%)
Black, non-Hispanic	124	(4.1%)
American Indian or Alaskan Native	41	(1.4%)
Asian or Pacific Islander	56	(1.9%)
Hispanic	857	(28.5%)
White, non-Hispanic	1,768	(58.8%)
Race/Ethnicity Unknown	155	(5.2%)
Total	3,007	(100.0%)
Instructional Staff	**Fall 1997**	
Full-Time Instructors	30	(33.0%)
Part-Time Instructors	61	(67.0%)
Total	91	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
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Vision and Mission

As one of the Maricopa Community Colleges, GateWay Community College has served its communities since 1968. Faculty, staff, and students work together to seek and develop opportunities that are innovative and responsive to the diverse needs of our community. By demonstrating our commitment to excellence in teaching and learning, we exceed the expectations of those we serve. The mission of the college is to provide effective, accessible, and responsive educational services in a multicultural environment, resulting in student success and customer satisfaction.

Major Accomplishments in 1997-98

GateWay Community College awarded 202 associate degrees and 406 occupational certificates; enrolled 15,130 individuals; and generated 3,460 yearly FTSE. GateWay Community High School awarded 129 diplomas.

New certificates of completion were developed in Occupational Safety and Health Technology; in Scoping; and in Clerk Courtship. New degrees in Hydrologic Studies and in Water Purification Technology were developed.

GateWay Community College

New Central Plant and Child Care Center construction projects were completed.

Former fitness center was remodeled into a Student Life Center.

Intel donated $56,000 in support of Facilities Systems Technology program, including funds to hire a lab technician and to acquire specialized software.

A formal partnership with Johnson Controls Institute provides an on-campus location for JCI and donated equipment to GateWay valued at $280,000 to be used for the training of control applications.

A Facilities System Technology lab was developed through an approximate $500,000 donation of equipment and labor from 14 companies.

Service-learning at GateWay was recognized nationally by an invitation to attend a Wingspread conference on the linkage of service-learning and the community. The college was also presented a national award from Campus Compact for Community Colleges during the AACC convention.

Major Issues and Resolutions for 1997-98

A self-study process to document student assessment and institutional effectiveness for North Central Association re-accreditation review in the year 2000 was initiated in

January. Every college employee serves on a self-study team.

In-service briefings were presented for part-time faculty on the assessment of student academic achievement. Part-time faculty are included on the NCA self-study teams.

Active outreach to and recruitment of high school students was accomplished in the following ways: dual enrollment in career pathways with three high school districts; special summer transition classes, such as the VICA program with Allied Signal and the Health Opportunities Outreach Program; fall and spring visitations to selected high schools; and joint tech prep and school-to-work efforts, such as development of construction curriculum matrix and Water Resources Mentor Program.

Faculty actively participated in the development of District-wide Health Care Core modules and revision of three college health programs in order to begin implementation of a Health Care Provider Model for Fall 1998.

Alignment of college Teaching-Learning-Technology-Roundtable (TLTR) with revised district Ocotillo directions supported the continuing integration of technology in the teaching-learning process.

Upcoming Issues for 1998-99

— Inclusion of students and community members as part of the plan to assess student academic achievement

— Strengthening of relationships with high schools through expansion of career pathways model that enable students to move from and between high school and college to achieve their educational goals. Summer transition programs to expand to included business careers

— Implementation of the Health Care Provider model in six program areas and curricular revision of eight additional health programs

— Development of a technology plan that addresses faculty development for integration of technology into the learning process and that includes the systematic replacement of equipment over time

— Pilot assessment of General Education outcomes as tied to Governing Board End statements

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	3,460
Annual Unduplicated Headcount	15,185
Fall 1997 Headcount (credit)	7,527

By Full-Time or Part-Time	Fall 1997	
Full-Time	462	(6.1%)
Part-Time	7,065	(93.9%)
Total	7,527	(100.0%)

By Gender	Fall 1997	
Female	3,576	(47.5%)
Male	3,815	(50.7%)
Undeclared	136	(1.8%)
Total	7,527	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	31	(0.4%)
Black, non-Hispanic	449	(6.0%)
American Indian or Alaskan Native	324	(4.3%)
Asian or Pacific Islander	216	(2.9%)
Hispanic	1,290	(17.1%)
White, non-Hispanic	4,740	(63.0%)
Race/Ethnicity Unknown	477	(6.3%)
Total	7,527	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	67	(20.9%)
Part-Time Instructors	253	(79.1%)
Total	320	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GLENDALE COMMUNITY COLLEGE
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Introduction

The mission of Glendale Community College (GCC) is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.

GCC serves 30,000 students each year in Maricopa County on campus and via distance learning centers. GCC is a comprehensive two-year college with a proud liberal arts tradition, and nationally recognized technology centers.

Major Accomplishments, Issues, Resolutions in 1997-98

The International Students Program continues to set new enrollment records. Last year, 196 students from more than 40 countries attended GCC.

Students who register for classes at GCC get more than the promise of a quality education. They get their own computer account with personal storage on the college's computer network and access to a cluster of impressive software tools. Students can access their instructors' classroom materials in files and build on them, virtually eliminating the need to carry diskettes to store computer data. The concept, known as the Instructional Palette, won the 1998 Innovation of the Year Award for the Maricopa Community College District.

GCC's palm-lined campus offers students an attractive and comfortable study environment.

Community outreach is a strong feature of math at GCC. Each student in Theory of Elementary Math visits elementary schools to observe a teacher and tutor children for a total of eight hours. Students document their experiences in a journal.

GCC received three prestigious awards from WESTMARC, a consortium of West Valley organizations whose goal is to promote economic development and quality of life in the area. The awards were given for the University-College Center partnership with ASU West, Evening Students' Government Soleri Amphitheater, and the ACE Plus Program in conjunction with the City of Surprise and other local entities.

GCC contracted to host a registration and call center for Choice Hotels, one of the largest hotel franchise companies in the world. The partnership program provides educational, training and earning opportunities for GCC students.

The Phoenix Symphony performed a free public concert to dedicate the Soleri Amphitheater. The concert drew a record crowd of approximately 1,500, including the facility's visionary architect, Paolo Soleri.

Fourteen GCC music students placed in the 1998 Outstanding Performers Music competition sponsored by the Maricopa Community College District.

The GCC Forensics Team placed second at the national Forensics Association Tournament. The Glendale team, coached by Kirt Shineman, was not only the top-rated community college but also beat teams from such eminent universities as Brown, Cornell, and Dartmouth.

The Glendale Ambassador Program (GAP) was implemented as the college's first volunteer group of student hosts. The GAP is a team of students trained to provide tours, answer questions, and meet other needs of prospective students and visitors to the campus.

Planning continued for the Northwest Education Center, a joint venture with the Deer Valley Unified School District #97 and ASU West. The Center will offer university transfer courses, job-related programs, and workplace upgrade opportunities. The Northwest Education Center will be located on 80 acres at 59th Avenue and Happy Valley Road and is expected to open its doors in Fall semester 1999.

Construction is complete on the new 9,900 square-foot classroom building, music building with bandroom and practice rooms, and a 100-seat performance classroom. A new Faculty Services Building provides offices for faculty, the bookstore, and the copy center.

Upcoming Issues for 1998-99

GCC will continue to implement the capital development plan for various building renovations including the Music, Library, Language Arts, and Liberal Arts buildings. Construction will begin on a new Science building while its current space is being remodeled to accomodate the Math department.

GCC will begin preparing for the North Central Association accreditation visit. The evaluation visit is scheduled for 2001-02.

The college communication plan is being reviewed. A new internal newsletter and staff photo directory are currently being developed.

The college will implement a new organizational structure that seeks to more evenly distribute workloads and provide adequate support to instruction, student services, community outreach, and innovation.

The College Curriculum Committee continues to work on revising the curriculum, as well as developing and offering new courses and programs to meet the changing demographic needs of the Northwest Valley.

GCC will offer new transfer and occupational courses, including Microsoft and Oracle training certificate programs.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	8,708
Annual Unduplicated Headcount	29,180
Fall 1997 Headcount (credit)	17,359

By Full-Time or Part-Time	Fall 1997	
Full-Time	4,767	(27.5%)
Part-Time	12,592	(72.5%)
Total	17,359	(100.0%)

By Gender	Fall 1997	
Female	9,790	(56.4%)
Male	7,287	(42.0%)
Undeclared	282	(1.6%)
Total	17,359	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	218	(1.3%)
Black, non-Hispanic	738	(4.3%)
American Indian or Alaskan Native	298	(1.7%)
Asian or Pacific Islander	677	(3.9%)
Hispanic	2,475	(14.3%)
White, non-Hispanic	12,257	(70.6%)
Race/Ethnicity Unknown	696	(4.0%)
Total	17,359	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	210	(29.5%)
Part-Time Instructors	502	(70.5%)
Total	712	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MESA COMMUNITY COLLEGE
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Introduction

Mesa Community College (MCC), with an enrollment in the Fall of 1997 of more than 21,000 students, is the largest of the Maricopa colleges. MCC's mission is to provide opportunities for lifelong learning to its diverse student population; to promote excellence in teaching, learning and service; and to encourage collaboration among its students, staff, faculty and community.

Major Accomplishments in 1997—1998

In the Fall of 1997, the College's second campus, Mesa Community College at Red Mountain, debuted with more than 700 students attending classes. During the Spring semester the campus continued to grow with 800 students attending classes.

Mesa Community College

The College broke ground in January of 1998 for an Integrated Library/High Technology Center and Math/Science Complex. The new buildings are designed to enhance student learning and will incorporate the latest educational technologies.

Over 100 full-time MCC faculty were involved in the second annual Assessment Week. The week is dedicated to student outcomes assessment for general education. The results of the assessment will be used for continuous improvement of the College's teaching and learning activities.

The MCC Nursing department received a continuance of accreditation for eight years from the National League of Nursing. The accreditation process was made successful by a two-year in-depth self-study by a Nursing faculty team.

The Winter Intersession held during the semester break served over 400 students and continues to grow in its second year of operation. The Intersession gives students an opportunity to take accelerated general education courses and earn full credit.

The 1997—1998 year was filled with anniversaries for MCC. The College's Performing Arts program and Theatre Outback celebrated its 20th year; the Children's Center, a child care facility for MCC employees and students marked its 10th year of operation. Also ringing in 10 years of operation was the business partnership between MCC and Motorola University West.

An MCC Psychology department faculty member was appointed to the American

Psychology Association Division II Long-range Planning Committee. The faculty member is the only community college representative on this prestigious committee.

Major Issues and Resolutions in 1997—1998

Mesa Community College at Red Mountain has been selected as the new name for the MCC East Campus. After a comprehensive public process, the architect selection committee chose DWL Architects + Planners to develop the campus master plan.

MCC continues to develop its Distance Learning programs through on-line courses offered via the Internet. The orientation program for Internet courses is available to students on CD. The CD provides a manual with an introduction to the course, as well as five modules that train students on the use of the various technologies they will access while enrolled in an Internet course.

MCC's Agribusiness and Urban Horticulture and Electronics programs, along with the Fire Science and Administration of Justice Studies departments, were the first at MCC to offer concurrent enrollment to high school students. Concurrent enrollment allows high school seniors to take courses taught by community college certified instructors at their respective campuses and earn college credit.

Upcoming Issues for 1998—1999

MCC continues building a dynamic partnership with ASU. The schools have created an agreement that will allow MCC technology graduates to transfer 60-64 credits directly towards the pursuit of a Bachelor of Applied Science in Technology at ASU East.

MCC's efforts to develop new electronic communication tools to improve interaction among faculty and students has led to the introduction of a new e-mail software. The software makes communication efforts between faculty and students much easier, particularly those involved in Internet courses.

As part of these communications efforts, a video conference pilot between MCC's Southern and Dobson and Red Mountain campuses will begin in the Fall of 1998.

Continuing the tradition of implementing the latest technologies to enhance service provided to students, MCC will begin the use of a new web interface permitting real-time on-line enrollment, registration and fee payment via the World Wide Web in the Fall of 1998.

MCC's Downtown Center will open its second site at Brown Road and Country Club Drive in Mesa with Winter Intersession in December of 1998. The site will offer short-term courses for credit.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	11,835
Annual Unduplicated Headcount	37,247
Fall 1997 Headcount (credit)	21,799

By Full-Time or Part-Time	Fall 1997	
Full-Time	6,082	(27.9%)
Part-Time	15,717	(72.1%)
Total	21,799	(100.0%)

By Gender	Fall 1997	
Female	11,351	(52.1%)
Male	10,266	(47.1%)
Undeclared	182	(0.8%)
Total	21,799	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	331	(1.5%)
Black, non-Hispanic	601	(2.8%)
American Indian or Alaskan Native	606	(2.8%)
Asian or Pacific Islander	819	(3.8%)
Hispanic	2,545	(11.7%)
White, non-Hispanic	15,767	(72.3%)
Race/Ethnicity Unknown	1,130	(5.2%)
Total	21,799	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	251	(27.6%)
Part-Time Instructors	659	(72.4%)
Total	910	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
PARADISE VALLEY COMMUNITY COLLEGE
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Introduction

Founded in 1985, Paradise Valley Community College is in its second decade of service to the greater north Phoenix community. The mission of PVCC is to provide lifelong learning, opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses and the community.

Major Accomplishments in 1997-98

Construction has begun on a 74,000 square-foot multi-purpose classroom building. This will enable the college to more than double its current number of classrooms to meet the demand generated by the dynamic growth of the North Phoenix area that includes Cave Creek and Carefree. A grand opening will be held early in 1999.

Paradise Valley Community College

PVCC's Center for International Studies was honored for its "comprehensive efforts in international development for faculty, establishment of an international resource center, and publicity for international activities" by the American Council on International Intercultural Education.

PVCC was selected as a lead college in the U.S. Environmental Protection Agency's Energy Star Partnership for Environmental Technology Education Community Energy Efficiency Initiative.

Two students from PVCC were selected to the All-Arizona First Team in the All-USA Academic Team competition.

PVCC Women's Cross Country Team won the national NJCAA title and Coach Dave Barney was named Coach of the Year.

For the fourth consecutive semester, PVCC math and science students won the Ambassador's Cup, an oral presentation competition in the Maricopa Community Colleges sponsored by Motorola.

Two exchange students from Canada attended PVCC during the spring 1998 semester as part of the college's

Trilateral Studies Grant from the U.S. Department of Education.

Major Issues and Resolutions in 1997-98

PVCC developed new programming in Asian Complementary Health Care Studies that begins in the Spring of 1999.

The college will offer a new degree and three certificate (occupational) programs in Computer Information Systems, Computer Maintenance and Computer Networking Technology for the fall semester to prepare students for jobs that include network administrator, computer programmer, computer operator, Web publisher, help desk technician, database administrator and systems analyst.

PVCC is now recognized as a Microsoft Authorized Academic Training Program Institute. This designation enables PVCC to deliver training on Microsoft technology.

Upcoming Issues for 1998-99

PVCC will open its new 150-seat "studio theatre" in October 1998 which will enhance the theatre program at the college.

PVCC is forging new initiatives in International Education that includes the possibilities of articulation agreements with Roehampton Institute in London to enable students to complete their degree at a British university. An additional agreement being developed with a Mexican university will provide training in the Environmental Science area to Mexican technicians.

PVCC is making plans to expand its intercollegiate sports program to include track and field as well as soccer.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		2,571
Annual Unduplicated Headcount		9,965
Fall 1997 Headcount (credit)		6,007
By Full-Time or Part-Time	Fall 1997	
Full-Time	1,280	(21.3%)
Part-Time	4,727	(78.7%)
Total	6,007	(100.0%)
By Gender	Fall 1997	
Female	3,742	(62.3%)
Male	2,199	(36.6%)
Undeclared	66	(1.1%)
Total	6,007	(100.0%)
By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	33	(0.5%)
Black, non-Hispanic	68	(1.1%)
American Indian or Alaskan Native	84	(1.4%)
Asian or Pacific Islander	151	(2.5%)
Hispanic	370	(6.2%)
White, non-Hispanic	4,927	(82.0%)
Race/Ethnicity Unknown	374	(6.2%)
Total	6,007	(100.0%)
Instructional Staff	Fall 1997	
Full-Time Instructors	63	(25.0%)
Part-Time Instructors	189	(75.0%)
Total	252	(100.0%

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
PHOENIX COLLEGE

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Major Accomplishments for 1997-98

— Marian Tadano was selected Dean of Instruction from her previous position of Senior Associate Dean of Instruction.

— Program reviews were completed for EMT, Fire Science, Textiles including Clothing and Fashion Design, and Medical Records technology.

— Phoenix College was the first college in the state to offer bilingual computer courses. Courses are offered at the City Colleges Center and at Phoenix College.

— Phoenix College continues to co-sponsor with Mesa Community College a summer school session in Guanajuato, Mexico which still grows and flourishes.

— Training for Business and Industry continues partnerships with approximately 25 businesses and agencies.

— Phoenix College hosted a math seminar co-sponsored with Texas Instruments on graphing calculator teaching techniques for high school and community college math teachers.

— Phoenix College co-sponsored the Fresh Air Science Fair with Arizona Public Service to encourage local grade schools to involve their students in science projects.

— Modified the curriculum of ESL English to provide the courses in one credit modules, making it more accessible and improve completion rates.

Phoenix College

— The "Virtual School" or Pueblo continues with Osborn School and senior citizens.

— Successful implementation of the Therapeutic Massage Program resulted in a full class graduation this past Spring and continues at full capacity.

— Phoenix College has a successful Tribal Court Advocacy Program where students from across Maricopa County, including Native American students from the reservations are enrolled.

— Legal Spanish and Medical Spanish courses were offered.

— Phoenix College saw the successful continuation of the City Colleges Center, a collaboration of four Maricopa Community Colleges, which is located in downtown Phoenix. The purpose of the Center is to provide enrollment services, offer classes on-site, facilitate collaborations with community based organizations and surrounding neighborhoods, as well as provide training for business and industry.

— Relocation of Re-Entry with the International Student Center to maximize services to students, a large number of them being international students

— Phoenix College and Phoenix College MEChA were selected as the first ever community college to host the National MEChA Conference. Projected attendees is over 2,000 students from across the United States.

— Phoenix College raised the service level and image of both the Admissions and Records Office and the Information/Welcome Center by having all employees attend training related to quality service and phone etiquette.

— Continued the successful implementation of the new College Information Center.

— Increased enrollment from feeder high schools.

— The Osborn Site for the Therapeutic Massage Program was renovated.

— The College installed new telephone and network infrastructure for the campus and remote sites.

— Phoenix College negotiated with Nova Care for the funding of two full-time athletic trainers to better accommodate all athletes.

— Women's Golf was created and funded as an intercollegiate sport beginning competition in the Fall of 1998.

— The "Phoenix College Alumni Association First Annual President's Invitational Scholarship Golf Tournament" was successfully held in October at the Arizona Biltmore Country Club. Nearly 70 golfers participated and more than $4,700 was raised for the PCAA Scholarship Project.

— Oversee the building of the new "Family Care Center" on the Osborn/11th Avenue property.

— The College expanded and renovated the Fannin Library.

Major Issues and Resolutions for 1997-98

— In conjunction with health faculty from other campuses and assisted by the Health Care Reform Committee, the college assisted in the development of Health Care Core courses.

— Modified one semester Health Care Programs by incorporating core courses into the program for implementation this fall.

— Developed two occupational certificate programs in Golf Course Operations and Therapeutic Massage.

— Developed a Tribal Court Advocate Program in cooperation with the state's Native American tribes.

— Phoenix College was the first college in the state to offer bilingual computer courses. Courses are offered at the City Colleges Center and at Phoenix College.

— Modified the curriculum of ESL English to provide the courses in one credit modules, making it more accessible and improve completion rates.

Issues for 1998-99

— Continue program reviews and incorporate the data into the Student Academic Achievement Assessment review.

— Begin the move of the Student Academic Achievement Assessment process to the next phase which is incorporating results into the campus plan and budget plan.

— Write the NCA report addressing results of assessment studies.

— Continue the writing of the campus-wide Technology Plan.

— Begin the process to identify methods of assessment for future on-line certificates and degrees.

— Moving into the new Fannin Library

— Moving into the new Family Care Center in November

— Establish the Head Start Program at the new Family Care Center.

— Create three new certificate programs in the Textile programs.

— Relocate departments dislocated from their permanent locations due to construction and remodeling made possible with the passage of the 1994 bond.

— Continue adopted forums to assist in the recognition, formalization and focusing of issues which impact on college planning.

— Implement COMPASS, the computerized version of ASSET.

— Develop an intrusive advisement model that will support and enhance student success.

— Implement a new and upgraded phone system.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	5,592
Annual Unduplicated Headcount	19,342
Fall 1997 Headcount (credit)	10,819

By Full-Time or Part-Time	Fall 1997	
Full-Time	2,606	(24.1%)
Part-Time	8,213	(75.9%)
Total	10,819	(100.0%)

By Gender	Fall 1997	
Female	6,313	(58.4)
Male	4,151	(38.4%)
Undeclared	355	(3.3%)
Total	10,819	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	96	(0.9%)
Black, non-Hispanic	687	(6.3%)
American Indian or Alaskan Native	423	(3.9%)
Asian or Pacific Islander	343	(3.2%)
Hispanic	2,450	(22.6%)
White, non-Hispanic	5,485	(50.7%)
Race/Ethnicity Unknown	1,335	(12.3%)
Total	10,819	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	160	(31.4%)
Part-Time Instructors	349	(68.6%)
Total	509	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
RIO SALADO COLLEGE

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Introduction

Rio Salado College serves working adults who want or need an alternative to a traditional college environment. The college specializes in customized, unique programs and partnerships, accelerated formats and distance delivery. As the mission statement reads, "In all that we do, we pursue continuous improvement and innovation, and we challenge the limits of tradition."

Founded in 1978 as a college without a campus, Rio's philosophy is "Learning any time, any place." This approach has served Rio well, as evidenced by FTSE (Full-Time Student Equivalent) growth which increased 16.1% in 1997-98 to 6,562, making Rio the third largest of the 10 Maricopa Community Colleges. Unduplicated enrollment for the 1997-98 academic year reached 25,733 credit students. An additional 12,600 non-credit students participated in Adult Basic Education programs.

Approximately 70% of the student population works full-time. Rio assesses and meets their unique educational needs by offering them classes via advanced technology and through a variety of convenient delivery formats and flexible schedules.

Rio Salado College capitalizes on integrated technologies for Distance Learning. Formats include the Internet, CD-ROM, and mixed media such as audio/video cassettes. High-end technologies which recently became a reality include satellite uplink, two-way multi-point video conferencing, and interactive two-way audio/one-way video computer conferencing.

Rio offers Associate of Arts, Associate of General Studies, and Associate of Applied Science Degrees, plus 28 certificate programs.

Major Accomplishments in 1997-98

During the recently completed academic year, Rio Salado College:

— Opened the Rio School of Dental Hygiene with $1.2 million in funds provided by the Arizona Dental Association and Delta Dental Insurance.

— Awarded 579 certificates of completion in Law Enforcement Technology, making this the largest occupational program of its type in the Southwest.

— Continued its sponsored occupational programs and educational service partnerships with community organizations, government agencies, and businesses.

— Continued enrollment growth (33% between 1996-97 and 1997-98) in Rio's 250 Distance Learning courses. Although Distance Learning students are mainly local students, increasing numbers are members of the military deployed in places such as Bosnia, Saudi Arabia, Spain, South Korea and Kuwait.

— Introduced CD-ROM courses in Biology, Math and Speed Reading.

— Expanded the number of courses offered on the Internet to nearly 100, the most on-line courses of any Arizona college.

— Offered students the convenience of 26 start dates a year for Distance Learning classes, which now begin every other week of the year.

— Expanded student services to support the growing Distance Learning program, including course exams on site and off site (proctored), Asset testing, tutoring, phone and on-line advising.

— Hosted an international teleconference called "Distance Learning: Making It Work," with approximately 550 attendees from five continents.

— Expanded the course development process, which includes the establishment of academic and technical standards for Distance Learning courses.

— Implemented the authorization by the State Legislature to count Adult Basic Education students for FTSE, resulting in approximately 485 additional FTSE.

— Expanded its diversity program by hosting monthly brown bag lunches on diversity topics; sponsoring a diversity celebration called Festivals of the World; forming a Rio Salado African American Employees organization, and forming two other new support groups for Hispanic and Asian/Pacific Islander employees.

— Attracted national media attention with profiles on National Public Radio and in the *"Chronicle of Higher Education."*

Major Issues and Resolutions in 1997-98

— Participated in the Higher Education Study Committee reviewing how to determine and address unmet needs at the baccalaureate level.

— Successfully negotiated a merger with the Phoenix Union High School District which doubled the size of the Adult Basic Education Program. During the coming year, the program will serve 24,000 Maricopa County residents.

— Addressed the high cost of advertising by forming the Community College Distance Learning Network (CCDLN), a consortium with seven other colleges that will pool resources to market 500 courses nationally.

Upcoming Issues in 1998-99

During the upcoming 1998-99 academic year, Rio Salado College will:

— Undertake a one-year celebration of its 20th anniversary with the theme "20 Years of Innovation: People · Programs · Progress."

— Complete the master plan for Rio Tempe, leading to an administrative facility that will eventually also house KJZZ, KBAQ and Sun Sounds Statewide Radio Reading Service.

— Continue to develop its technology infrastructure, to increase its tracking of trends and developments in integrated technologies and to translate that knowledge into enhanced learning opportunities.

— Seek partnerships with other institutions and entities such as Western Governors University to increase baccalaureate degree options for Rio Salado students.

— Expand its sponsored occupational programs, resulting in the establishment of two new skill packages which the college will use as a bridge to businesses and professional associations.

— Provide a variety of cultural diversity activities for students and employees for creating awareness and/or education about differences in people, customs and countries.

— Continue to assist in the transition of GED completers to college programs, ensuring they have adequate support for college-readiness programs and a seamless continuum from high school equivalency to postsecondary education/ employment training.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		6,563
Annual Unduplicated Headcount		25,733
Fall 1997 Headcount (credit)		8,898
By Full-Time or Part-Time	**Fall 1997**	
Full-Time	613	(6.9%)
Part-Time	8,285	(93.1%)
Total	8,898	(100.0%)
By Gender	**Fall 1997**	
Female	5,097	(57.3%)
Male	3,266	(36.7%)
Undeclared	535	(6.0%)
Total	8,898	(100.0%)
By Ethnic or Race Group	**Fall 1997**	
Non-Resident Alien	27	(0.3%)
Black, non-Hispanic	332	(3.7%)
American Indian or Alaskan Native	119	(1.3%)
Asian or Pacific Islander	257	(2.9%)
Hispanic	799	(9.0%)
White, non-Hispanic	6,001	(67.4%)
Race/Ethnicity Unknown	1,363	(15.3%)
Total	8,898	(100.0%)
Instructional Staff	**Fall 1997**	
Full-Time Instructors	19	(6.4%)
Part-Time Instructors	277	(93.6%)
Total	296	(100.0%)

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SCOTTSDALE COMMUNITY COLLEGE

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Introduction

Scottsdale Community College (SCC) is located on land leased from the Salt River Pima-Maricopa Indian Community. The College's mission is to create accessible, effective and affordable teaching and learning environments for the people of the communities so that they may grow personally and become productive citizens in a changing, multicultural world.

Major Accomplishments in 1997-98

— In January, 1999, Scottsdale Community College will be offering classes in two new buildings. The **Language and Communication (LC) building** and the new **Applied Sciences (AP) building** are approaching their final stage of construction and will be ready to receive furniture deliveries early this coming Fall. The LC building is a state-of-the-art $2,883,245 facility with 28,055 square feet constructed to meet the growing needs of students and the increasing numbers of students who attend SCC. The AP building is a $4,650,604 facility with 48,499 square feet. The AP facility centralizes students and faculty who have been housed in portable wood construction temporary facilities for over 20 years and provides much needed space for other occupational programs located across the campus. The AP building will also be the site of the new Culinary Arts Dining Room - The Artichoke Grill - serving lunch and dinner.

— SCC will open an **Education Center** at the **Scottsdale Airpark** with classes beginning Spring semester, January 1999. The Airpark Center is the College's response to an ever changing education environment. Analysis has shown that a center at the Airpark will greatly enhance the College's ability to serve the community. SCC will be working closely with business and industry in and around the Airpark to provide the education and training required by the business community for both employees and staff.

— SCC sponsored the **First Annual American Indian Fine Arts Show and Market** early in the Spring semester. The event — ReZart — promoted the College's commitment to cultural diversity by recognizing the contributions made by American Indians to the Fine Arts. It was fitting that the event was held at SCC as the College lies within the boundaries of the **Salt River Pima-Maricopa Indian Reservation.** A percentage of the event proceeds funded scholarships for American Indian students enrolled at Scottsdale Community College.

Scottsdale Community College

— The first **Fire Science Academy** will be offered this Fall semester at Scottsdale Community College. The idea for the academy was initiated at the request of **Rural Metro Fire Department** and the **Salt River Pima-Maricopa Indian Community Fire Department.** The academy is open to any fire department employee and those from the community who wish to become firefighters. Students completing the 22 credit hour program will receive a Certificate of Completion in Fire Science.

— **Psi Gamma Chapter**, the **Phi Theta Kappa** chapter at Scottsdale Community College, received the **Shirley B. Gordon Award of Distinction**, and the **George O. Bierkoe Distinguished Member Award.** The awards were respectively presented to **President DeCabooter** and student **Vernice Sampson.** These Hallmark Awards recognize excellence in programs and projects that promote the Phi Theta Kappa Hallmarks of scholarship, leadership, service and fellowship.

— The **John Philip Sousa Foundation** selected the **Scottsdale Concert Band** as one of only three community bands in the U.S. to receive the prestigious **"Sudler Scroll."** Scrolls are awarded throughout the world to community adult bands that have demonstrated particularly high standards of excellence over many years. **Charles Sessions,** SCC music professor and director of this college band accepted the award.

— The **Kennedy Center/American College Theater Festival** presented SCC Theater Faculty **Pam Fields** with the **"Excellence in Theater Education Award."** This award is designed to recognize a select group of faculty who have proven themselves to be outstanding theater educators.

— The SCC **Child Enrichment Center** was approved for a fourth-year merit extension for accreditation by the **National Academy of Early Childhood Programs.** This award was based on the Center's application and record of consistently maintaining a high quality program.

— SCC's faculty and staff partnered with the non-profit organization **Reading for the Blind and Dyslexic** to produce several recorded books.

— SCC added a new program this past Fall semester. The **Speech-Language Pathology Assistant Program** is offered exclusively at SCC and has been endorsed by the **American Speech-Language and Hearing Association.** Speech pathology is one of the top ten

growing professions in the country and SCC is the first in Arizona to address this critical need.

— Scottsdale Community College, in partnership with the Maricopa Community College District, has established the **Maricopa Institute for Arts and Entertainment Technology (MIAET).** The Institute will supplement the work already being done in the SCC **Fine Arts Division Media Arts** programs. It will act as an additional training ground, a link to the arts and entertainment industry, and a professional internship providing occupational artistic training for Media Arts students, industry professionals seeking to upgrade skills, and faculty re-training. The Institute will work in partnership with industry to create new curriculum and internships reflecting current industry trends and equipment platforms.

Some Notable Student Successes

— **The Psi Gamma Chapter** of **Phi Theta Kappa** was named as one of the **"Top 100 Elite Chapters."** There are over 1,200 chapters across the country.

— SCC **Phi Theta Kappa** students **Andrea Vargas** and **Vernice "Cheri" Sampson** were named to the **1998 All-Arizona Academic First Team.** Vargas was also named to the **All-USA First Team.** Student selection was based on academic achievement, leadership, accomplishments and service to the community.

— Equine Science student **A.J. Schlatter** won the **National Championship** and **Reserve National Championship** in **Half Arabian Jumping** at the **Arabian Horse National Show.** Also EQS student **Stormy Dawn Moorehouse** was crowned **Miss Arizona Appaloosa Horse Queen.**

— SCC Native American student **Radmilla "Millie" Cody,** was crowned **Miss Navajo Nation.**

— The SCC **Golf Team** was again successful in winning the **National Championship.**

International Partnerships/Connections

— The SCC **Baseball Team** recently hosted **two Japanese university** teams. In the past six years the College has hosted and played the **German National Team,** the **Austrian National Team** and **three Japanese universities.**

— The College continues to assist local organizers with the **People to People Organization.**

— SCC student **Tonya Rowell** participated in the First **European Honors Institute.**

— The SCC **Trilateral Hospitality Exchange Program** brought to campus students from **Mexico** and **Canada.** They took SCC Hospitality courses for a semester.

— Students from the **Sonoran Arizona Exchange Program** attended SCC for a semester. The program is designed to increase appreciation of the two cultures.

— **Phi Theta Kappa** and **Honors** students spent a week in **Guadalajara, Mexico,** studying at the **Universidad Autonoma.**

— Professional development activities for SCC faculty included travel to **China, Costa Rica, Europe, and Mexico.**

Major Issues and Resolutions

— Selection of architects, development of plans, and design for the **Fitness Center** and the new **Math/Business** building will be issues addressed throughout the upcoming academic year.

— Remodeling of the **Student Center** and **Library** and subsequent relocation of personnel to other buildings will occur throughout the upcoming academic year.

— Freeway construction north of the College on Pima and the Loop 101 will continue.

— The College will continue to partner with leaders from the electric utility industry to develop an **Electric Utility Worker Program.** This program will prepare students for apprenticeships as utility workers.

Upcoming Issues for 1998-99

— The widening project at Pima Road, as well as the construction of the 101 outer-loop will continue to restrict south-bound accessibility to the campus.

— Conversion issues for new district-wide software packages continue to create a need for additional training and adjustments for employees.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	4,624
Annual Unduplicated Headcount	16,074
Fall 1997 Headcount (credit)	9,418

By Full-Time or Part-Time	Fall 1997	
Full-Time	2,544	(27.0%)
Part-Time	6,874	(73.0%)
Total	9,418	(100.0%)

By Gender	Fall 1997	
Female	5,151	(54.7%)
Male	4,091	(43.4%)
Undeclared	176	(1.9%)
Total	9,418	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	207	(2.2%)
Black, non-Hispanic	143	(1.5%)
American Indian or Alaskan Native	435	(4.6%)
Asian or Pacific Islander	171	(1.8%)
Hispanic	565	(6.0%)
White, non-Hispanic	7,333	(77.9%)
Race/Ethnicity Unknown	564	(6.0%)
Total	9,418	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	139	(36.2%)
Part-Time Instructors	287	(67.4%)
Total	426	(100.0%)

Maricopa County Community College District
South Mountain Community College

Dr. John Cordova, President
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Introduction

Founded in 1979, South Mountain Community College (SMCC) is an integral part of a culturally diverse community surrounding the Salt River Mountains and South Mountain Park. The communities of South Phoenix, Ahwatukee Foothills, Tempe, Guadalupe, and Laveen are served by the main campus on South 24th Street, near Baseline Road, and at satellite classroom sites in the town of Guadalupe, and at Mountain Pointe and Desert Vista high schools in the Tempe High School District. The 104-acre campus is located in an area that is a mix of rural, urban, and suburban neighborhoods. SMCC is the only designated MI (Minority Institution) and one of three HSIs (Hispanic-Serving Institution) in Arizona.

College Mission Statement

The mission of South Mountain Community College is to provide quality educational opportunities for the growth and development of our diversified population. We respond to the changing needs of our community through transfer, occupational, developmental, and general studies programs and support services. Our college provides the most effective teaching and staff support, facilities, and instructional technology possible with available resources. Our teaching-learning experiences facilitate the total development of our students so that they may become more productive and employable citizens in a global community.

South Mountain Community College

Major Accomplishments in 1997-1998

Awards — The college and architects DLR Group/ Lescher & Mahoney were honored with the 1997 Crescordia Award for excellence in art in public places by Valley Forward. Two SMCC students were named to the first and third All-Arizona Academic Teams, an annual academic competition sponsored by the Phi Theta Kappa honor society. The college was also honored for excellence of its Internet website, and informational brochures by District VI of the National Council for Marketing and Public Relations.

Charter School Partnerships — Nearly 150 students of the Arizona Agribusiness and Equine Science charter high school began taking high school and college classes at SMCC. The school is physically housed on the SMCC campus. Freshman and sophomore students take high school classes from charter school faculty. Juniors and seniors with established placement scores may take courses for college credit under the supervision of the charter school. In May of 1998, nine students graduated from the charter school program.

SMCC administrators began discussions with Horizon Charter School to partner with the K-12 program after the new Horizon Community Learning Center is completed in January of 1999.

South Phoenix Initiative — Special funding from the Maricopa Community College District allowed for some special projects in South Phoenix neighborhoods. This year, college orientation classes were offered at South Mountain High School and Phoenix Urban League. College classes were also offered at Keys Community Center and the South Mountain Community Center, and computer training at the Neighborhood House Technology Center. Back-to-school workshops and tutoring support was offered at local churches and

elementary schools. The Male Leadership Program supports off-campus courses designed to attract students to the college. Hip Hop 101, a workshop exploring ways to promote non-violence and non-sexist behavior among youth, was co-sponsored by the SMCC Counseling Department.

International/Intercultural Education Projects — Funding was made available by the Maricopa District administration for a number of international and intercultural projects and activities on campus. Faculty and managers participated in the Language Institute in Guanajuato, Mexico, the NAFSA International Educators Conference, faculty fellowships in China and Costa Rica. The college's Hands Across the Border program in Mexico and Arizona, and Rainbow Connection Experience offered students opportunities to further international and intercultural understanding. The Spring Storytelling Festival attracted storytellers from a variety of cultures. A workshop for English as a Second Language students brought graduates of the program back to talk about experiences after completing the ESL program. SMCC students and Intel employees joined together to assist in cleaning up the Guadalupe Cemetery and help paint murals, designed by a local artist, to decorate the walls.

Major Issues and Resolutions in 1997-98

NCA Self-Study — SMCC completed a self-study report for the accrediting institution, North Central Association of Colleges and Schools, in preparation for site visits in 1998-99 for re-accreditation.

New Degree Formats and Pathways — The format and "pathways" for associate degree programs are changing with an emphasis on university majors. Several program articulation agreements are already in place between SMCC and the universities. Program changes, however, have implications for staff training and student information.

Upcoming Issues for 1998-99

New Student Services/Technology Complex — The college will break ground for a new student services and computer classroom complex this year. Approximately 15,000 square feet will be devoted to student services and another 24,000 square feet for high technology classrooms and labs. The two-story facility will be located in front of, and connecting the current Student Services and Administration buildings.

Partnership with Horizon Community Learning Center — SMCC will offer afternoon, evening and weekend classes at this new facility, located near 48th Street and Chandler Boulevard, beginning with the Spring 1999 semester. College administrators are working closely with the charter school, parent teacher organizations and community leaders to develop a program that will meet the needs of the community.

Training for New Degree Pathways — The college's class schedule and catalog will need to be completely revised to reflect the new degree formats. Additionally, training will be needed for faculty and academic advisors to communicate the new formats to students.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	1,367
Annual Unduplicated Headcount	4,470
Fall 1997 Headcount (credit)	2,604

By Full-Time or Part-Time	Fall 1997	
Full-Time	715	(27.5%)
Part-Time	1,889	(72.5%)
Total	2,604	(100.0%)

By Gender	Fall 1997	
Female	1,458	(56.0%)
Male	1,006	(38.6%)
Undeclared	140	(5.4%)
Total	2,604	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	33	(1.3%)
Black, non-Hispanic	392	(15.1%)
American Indian or Alaskan Native	111	(4.3%)
Asian or Pacific Islander	53	(2.0%)
Hispanic	1,132	(43.5%)
White, non-Hispanic	715	(27.5%)
Race/Ethnicity Unknown	168	(6.5%)
Total	2,604	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	46	(34.6%)
Part-Time Instructors	87	(65.4%)
Total	133	(100.0%)

Mohave County Community College District
Mohave Community College

Mr. Michael L. Tacha, President
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Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada and Utah from its campuses in Bullhead City, Colorado City, Kingman and Lake Havasu City. The unduplicated headcount for the 1997-98 academic year was 10,068. FTSE for the 1997-98 academic year was 2,147.

Major Accomplishments in 1997-98

Values Statement — This five-point statement represents what the college Board of Governors and the staff value most about the service provided at Mohave.

Approval of the college's newly-revised Mission Statement — This statement exemplifies the College's service to students as it approaches a new decade, century and millennium.

Signing of the Colorado River Compact — This compact allows residents in Mohave, La Paz and Yuma Counties in Arizona and Imperial, Riverside and San Bernardino Counties in California to attend any community college in the compact at in-state tuition and fee rates.

Continuing development of the Emerging Technology Professional Development Program for faculty — Six faculty members were recognized as the second generation of Mohave ET graduates.

The relationship between Mohave Community College and Northern Arizona University continued to strengthen with NAU's new NAU/Mohave building in Kingman.

To increase growth in the county's private sector, Mohave provided technical assistance to area businesses in conjunction with the Small Business Development Center. The college furthered its commitment to business and industry by offering customized contract training programs.

Moving to its new offices and facilities, the Small Business Development Center increased its visibility in the service area. The SBDC staff worked with 161 small business clients. A total of 272 participants attended SBDC workshops and seminars.

Lake Havasu Campus, Lake Havasu City

Major Issues and Resolutions in 1997-98

Expansion of the college's contract training program, and its ability to serve area businesses and manufacturers

Continued upgrading of facilities in accordance with the Americans with Disabilities Act

Continued expansion of the previously mentioned Emerging Technology Program

Completion of an environmental scan of the area served by the North Mohave Campus in Colorado City

Selection of site and planning for the first NAU building located at Mohave Community College

Signing of the Colorado River Compact

Revision of the College's Mission Statement and the creation of a Values Statement

Issues for 1998-99

Implementation of a systemic review of the college — This review will evaluate the effectiveness of the placement of programs and services offered at each of the campuses.

Implementation of a Professional Development Program for college personnel — This plan will provide personnel with the opportunities to upgrade existing or learn new skills, or to teach these skills to fellow employees.

Implementation of a college-wide Evaluation/ Recognition Program — This program will evaluate the effectiveness of departments and committees. Those doing an exemplary job would be recognized accordingly.

The offering of an electronic portfolio system for all employees and students — This will allow employees to have an on-line record of their accomplishments in the Professional Development Program. It will also provide students with a valuable career planning tool.

Expansion of the existing Emerging Technology Program — This expansion would include increasing the number of resident faculty to attend each year, as well as offering the program to associate faculty.

Development of an administrative/academic, college-wide technology service plan

Continued expansion of the highly successful Tech Prep initiative

Completion of environmental scans planned for the service areas of the Kingman, Lake Havasu and Mohave Valley campuses

The lack of capital funds for needed expansion of facilities remains a challenge.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	2,147
Annual Unduplicated Headcount	10,068
Fall 1997 Headcount (credit)	5,174

By Full-Time or Part-Time	Fall 1997	
Full-Time	723	(14.0%)
Part-Time	4,451	(86.0%)
Total	5,174	(100.0%)

By Gender	Fall 1997	
Female	3,469	(67.0%)
Male	1,705	(33.0%)
Undeclared	0	(0.0%)
Total	5,174	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	3	(0.1%)
Black, non-Hispanic	30	(0.6%)
American Indian or Alaskan Native	137	(2.6%)
Asian or Pacific Islander	68	(1.3%)
Hispanic	399	(7.7%)
White, non-Hispanic	4,532	(87.6%)
Race/Ethnicity Unknown	5	(0.1%)
Total	5,174	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	51	(14.4%)
Part-Time Instructors	302	(85.6%)
Total	353	(100.0%)

District Sources of Funds FY 1997-1998	
Fund Balance	$2,271,735
District Tax Levy	$7,667,933
State Aid (incl. Equalization)	$4,067,100
Tuition & Fees	$1,546,557
Grants & Contracts	$4,205
Transfers & Other Revenues	$155,820
Reserve for Future Acquisitions	$0
Total	$15,713,350

District Expenditures FY 1997-1998	
General Fund Expenditures	$11,343,743
Capital Outlay Plant Fund	$1,440,354
Bond & Debt Redemption	$210,000
Bond & Debt Interest	$340,532
Total	$13,334,629

Navajo County Community College District
Northland Pioneer College

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Introduction

Northland Pioneer College is a comprehensive, multi-campus community college with four campuses, six centers and numerous other delivery sites throughout Northeastern Arizona. NPC was established in 1974 with primary funding from Navajo County. NPC provides classes in Apache County, which lacks an organized community college district, through an intergovernmental agreement.

Nearly one fourth of NPC's service area population is Native American, residing on one of three major Indian reservations (Navajo, Hopi and White Mountain Apache) making up nearly 40 percent of the District's 21,000-square-mile service area.

Mission

The mission of Northland Pioneer College is to improve the quality of life for individuals and communities in Northeast Arizona by providing comprehensive, accessible, affordable, and excellent educational programs and services.

Northland Pioneer College could "retire" the over 20-year-old modular classrooms in use on the Silver Creek campus in Snowflake/Taylor, shown, and the Little Colorado Campus in Winslow if the State Legislature appropriates $1 million in Capital Matching Funds owed for each campus. New Learning Centers were built with local funds on each of NPC's four campuses in Holbrook, Show Low, Snowflake/Taylor and Winslow.

Major Accomplishments in 1997–98

Established the first Arizona Learning Systems (ALS) video system using the technology model that will eventually connect the state's 10 community college districts. The Asychronous Technology Mode (ATM) Wide-Area Network (WAN) backbone currently links the four NPC campuses and four of the six instructional centers as well.

Amplified short-term offerings and weekend workshops through the Extended Learning Services Division and Small Business Development Center. Programs included: DES/ JOBS Administration Job Readiness Training, Hazardous Materials Handling; Supervisory Training for Governmental Employees; Substance Abuse Counselor Academy; Summer Youth Employment at the Mishongnovi Village, Hopi Tribe; Navajo Department of Employment and Training (NDET) emphasis on adult education and GED; Navajo County Sheriff's Office, Holbrook Detention Center emphasis on adult education and GED; Cibecue Community Education Board Second Chance Alternative School for GED/ABE classes for at-risk students on the White Mountain Apache Reservation. SBDC contacts helped create 76 new jobs, increased sales by $887,000, assisted with $1,180,000 in business loans and secured $930,000 in outside investments.

Accepted a gift of property and improvements from the City of Holbrook. The nearly 20-acre former U.S. Air Force Base includes a Recreation Center, which will be re-opened for community use, and facilities that will be used by the Extended Learning Services Division for

specialized training opportunities. The site will eventually become NPC's Holbrook Campus, replacing the current Painted Desert location that is plagued with unstable soil.

Major Issues and Resolutions in 1997–98

Completion of the first phase of the WAN allowed installation of a new digital Direct-Inward-Dialing telephone system. The new equipment replaced five different telephone switches, and connects calls anywhere on the WAN without toll charges to the College.

Began implementation of new administrative software. Business Office has been using a portion of the software for almost a year. Student registration will be done on the new EdVantage 2000™ software for the first time for the Fall 1998 semester.

Used mandatory student assessment for the first time as part of a college-wide Student Retention Plan. Initial reports after the first two semesters show the Plan is working.

Implemented strategic planning into the budget process.

Contended with an unstable new classroom facility at the Painted Desert Campus in Holbrook. This issue is now in litigation.

Issues for 1998–99

Obtain State Capital Matching Funds of $1 million each for Little Colorado Campus – Winslow and Silver Creek Campus – Snowflake/Taylor. These campuses still depend on 20-year-old modular trailers (pictured).

Work with six area high schools on the creation of a Vocational High School District. NPC is awaiting voter approval in November.

Complete lease with the Hopi Tribe for a new learning facility in Polacca to upgrade the Keams Canyon Center.

Complete telecommunications upgrade to provide Internet access and e-mail capabilities.

Continue North Central Association Self-Study.

Implement more flexible instructional program scheduling for individuals needing workforce development. Expand workforce training to more outreach communities.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		2,102
Annual Unduplicated Headcount		9,237
Fall 1997 Headcount (credit)		4,191
By Full-Time or Part-Time	**Fall 1997**	
Full-Time	783	(18.7%)
Part-Time	3,408	(81.3%)
Total	4,191	(100.0%)
By Gender	**Fall 1997**	
Female	2,824	(67.4%)
Male	1,367	(32.6%)
Undeclared	0	(0.0%)
Total	4,191	(100.0%)
By Ethnic or Race Group	**Fall 1997**	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	38	(0.9%)
American Indian or Alaskan Native	1,167	(27.8%)
Asian or Pacific Islander	40	(1.0%)
Hispanic	351	(8.4%)
White, non-Hispanic	2,561	(61.1%)
Race/Ethnicity Unknown	34	(0.8%)
Total	4,191	(100.0%)
Instructional Staff	**Fall 1997**	
Full-Time Instructors	50	(18.2%)
Part-Time Instructors	224	(81.8%)
Total	274	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$7,589,960
District Tax Levy		$7,233,289
State Aid (incl. Equalization)		$5,364,800
Tuition & Fees		$1,826,856
Grants & Contracts		$524,437
Transfers & Other Revenues		$421,569
Reserve for Future Acquisitions		$0
Total		$22,960,911
District Expenditures FY 1997-1998		
General Fund Expenditures		$11,204,950
Capital Outlay Plant Fund		$2,660,317
Bond & Debt Redemption		$920,000
Bond & Debt Interest		$917,098
Total		$15,702,365

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
PIMA COMMUNITY COLLEGE
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Introduction

Pima Community College (PCC) is the fifth largest multi-campus community college in the United States. This year, the College offered more than 3,500 active and pilot courses in programs leading to Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Arts, and Associate of Applied Science degrees and basic, advanced, and technical certificates. In 1997-98, the College served 65,315 students in credit and non-credit classes. Unduplicated headcount was 54,804 for credit courses and 10,511 for non-credit courses.

Major Accomplishments in 1997-98

The College completed a comprehensive study and campus-based forums for a college-wide alignment, unification, and placement of its programs. Faculty and administrators made twelve "benchmarking" visits to other community colleges for each of the programs affected by the recommended changes. Completed feasibility studies for 23 potential new programs. Eight programs were selected for reallocation among the five campuses.

Pima Community College

Reorganized enrollment services and implemented recruitment and programming strategies which resulted in an annualized increase of 41 percent headcount and 11 percent FTSE over the previous year, with increases also in summer and evening programs. Completed a joint study with K-12 systems resulting in an increase in concurrent enrollment.

Moved closer to the goal of a 50/50 ratio of student credit hours taught by full-time and part-time faculty at all brick-and-mortar campuses. Three of the four have already achieved the goal.

Completed three benchmarking visits leading to the re-formulation of the mission and programs of the Community Campus. With a private sector partner, the Community Campus initiated credit course offerings in Information Technology College Accreditation Program for Microsoft certification of software and network technicians. Hosted more than 30 business leaders from Russia and the newly independent states for training in business management systems.

Initiated the Public Safety and Emergency Services Institute at the East Campus which generated 12 annualized FTSE.

Major Issues and Resolutions

Completed all campus Educational Master Plans and retained architects for

implementation of bond-supported expansions and improvements.

Conducted a comprehensive benchmarking survey of 15 community colleges to guide the resolution of faculty loading issues.

Completed the design of the Student Success Model.

Completed institutional climate surveys and focus groups of employees and students to guide decision making on issues affecting employee work environments and student learning environments.

Filled two positions on the College Board of Governors and 10 administrative positions.

Completed negotiations for the College's sponsorship of adult education classes in Pima County.

Upcoming Issues for 1998-99

Begin moving eight programs according to the college-wide plan for alignment, unification, and placement. Complete feasibility studies on 30 new program possibilities. Implement the K-12 partnership model.

Complete the evaluation of the new Fast-Track Program Review pilots, and implement the new model.

Open and staff the Northwest Center identified in the College Educational Master Plan.

Pilot and implement the Student Success Model.

Following on the study of faculty loads, conduct a curriculum-load study.

Begin construction on bond-supported campus expansion and improvement projects, as well as the construction at the East Campus of the William Clements joint-use wellness and recreation center between the College and the City of Tucson.

Reorganize the Community Campus to support the components of its revised mission statement.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		16,652
Annual Unduplicated Headcount		54,804
Fall 1997 Headcount (credit)		26,183
By Full-Time or Part-Time	Fall 1997	
Full-Time	6,391	(24.4%)
Part-Time	19,792	(75.6%)
Total	26,183	(100.0%)
By Gender	Fall 1997	
Female	14,864	(56.8%)
Male	11,319	(43.2%)
Undeclared	0	(0.0%)
Total	26,183	(100.0%)
By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	572	(2.2%)
Black, non-Hispanic	911	(3.5%)
American Indian or Alaskan Native	930	(3.6%)
Asian or Pacific Islander	753	(2.9%)
Hispanic	7,095	(27.1%)
White, non-Hispanic	15,553	(59.4%)
Race/Ethnicity Unknown	369	(1.4%)
Total	26,183	(100.0%)
Instructional Staff	Fall 1997	
Full-Time Instructors	271	(18.6%)
Part-Time Instructors	1,183	(81.4%)
Total	1,454	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$43,330,315
District Tax Levy		$43,526,842
State Aid (incl. Equalization)		$19,710,400
Tuition & Fees		$20,529,491
Grants & Contracts		$2,173,654
Transfers & Other Revenues		$2,641,387
Reserve for Future Acquisitions		$(22,440,000)
Total		$109,472,089
District Expenditures FY 1997-1998		
General Fund Expenditures		$73,681,526
Capital Outlay Plant Fund		$14,341,860
Bond & Debt Redemption		$2,410,000
Bond & Debt Interest		$3,063,681
Total		$93,497,067

PINAL COUNTY COMMUNITY COLLEGE DISTRICT
CENTRAL ARIZONA COLLEGE

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Introduction

The Pinal County Community College District, established in 1966, is a comprehensive college with three campuses (Aravaipa Campus, Signal Peak Campus, Superstition Mountain Campus) and two education centers (Florence Arizona State Prison and in Casa Grande).

The college is dedicated to the lifelong learning process, student academic achievement and success in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, continuing education and community services, and economic development.

Major Accomplishments in 1997-98

Campus Facilities

The Signal Peak Campus' $16.8 million construction includes four new buildings (Student Services, Interactive Learning Center, Residence Halls, and Central Plant/Shipping & Receiving), a new electrical and water system, and upgrading of existing facilities.

The CAC Governing Board approved the $550,000 purchase of the new Casa Grande Education Center with computer lab and classrooms for ABE/GED/ESL classes, and the Small Business Development Center.

The Governing Board approved $800,000 to expand the Superstition Mountain Campus capacity by adding 14,500 sq. ft. of classrooms as well as 120 new parking spaces.

Central Arizona College: Signal Peak Campus

Student Headcount

A total of 12,765 students were served during 1997-98, with 940 graduates. There were 550 students who qualified for the Deans and Honors Recognition for academic achievement. Four CAC students were named to the first place team and two to the second place team of the All-Arizona Academic Team.

Athletic Highlights

Ten student-athletes were named NJCAA All-Americans (3.6 grade-point-average or higher) and nine student-athletes were selected to the All-American Team.

Athletic teams won national championships in Women's Basketball and Women's Track & Field. Men's Track & Field finished third in the nation. Women's Softball finished fourth in the nation. Women's Cross Country finished third place nationally. Men's Cross Country finished eighth place at the national championships. CAC's Golf team qualified for the Nationals, and finished 17th.

Major Issues & Resolutions in 1997-98

Work at High Schools

CAC's Governing Board conducted joint trustee meetings with high school boards in Pinal County to discuss mutual issues such as improving student education and achievement, and opportunities for enhancing collaboration.

Foundations

The Central Arizona College Foundation's new capital campaign began in the Spring. The Foundation aims to raise $1 million for scholarship endowments for Pinal County high school graduates.

The Pinal County University Foundation raised $1.5 million toward the construction of a building for Northern Arizona University and University of Arizona at the Signal Peak Campus. The Arizona Board of Regents approved the design concept and a request for matching funds from the State Legislature. The NAU partnership has been expanded to deliver upper division courses to all three CAC campuses.

Enrollments

The strong national and state economies have generated the creation of new jobs, resulting in the lowest job unemployment rate in 30 years. Pinal County had 14.8% unemployment rate in 1988 and 4.1% in 1998. Although the county population continues to increase, enrollment has decreased. Business needs for employees are causing many students to enroll part-time or drop out to pursue employment opportunities. The College is responding by offering classes over distance learning and via the Internet and concentrating on short-term delivery to meet changing needs of the adult population.

Student Academic Preparation

New student academic readiness (reading, writing and math) continues to indicate no improvement over the last five years. The College is responding by offering more development courses, along with GED and ESL classes to prepare students for college level courses.

Clean Transfer

New transfer degrees (Associate of Arts, Associate of Business, and Associate of Science) were approved by the governing board and are reflected in the 1998-99 College Catalog. All new students pursuing a transfer degree are being advised to pursue one of the clean transfer degrees. Continuing students will have the option to remain in their current program of study or to change into the new transfer program. Student services staff are sharing information with the high school staff on the new university admission requirements and on the three new clean transfer degrees. CAC is one of the pilot colleges to test the implementation of the Arizona Transfer Articulation Support System (ATASS).

Issues for 1998-99

The Arizona Revised Statutes (15-1463) provides for state matching funds for campus development. CAC will continue to request $1 million from the State to complete development of the Superstition Mountain Campus in Apache Junction.

Increased capital funding is needed for completion of Americans with Disabilities Act requirements and deferred maintenance for buildings and a waste management system. The addition of four new buildings at the Signal Peak Campus and one building at the Superstition Mountain Campus would require furniture & equipment, upgrades to the district's information technology infrastructure, development of the district's fiber optics cable infrastructure to address present wiring technology limitations for adaptation to the Arizona Learning Systems, and computer hardware to link with the state-mandated Course Applicability System.

Additional funding will be required to upgrade the district's voice communication system, including voice mail capabilities, at all campuses. The upgrades will be required for delivery of instruction and to allow the district to be compatible with the Arizona Learning Systems.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		3,044
Annual Unduplicated Headcount		10,808
Fall 1997 Headcount (credit)		3,918
By Full-Time or Part-Time	**Fall 1997**	
Full-Time	1,130	(28.8%)
Part-Time	2,788	(71.2%)
Total	3,918	(100.0%)
By Gender	**Fall 1997**	
Female	2,275	(58.1%)
Male	1,622	(41.4%)
Undeclared	21	(0.5%)
Total	3,918	(100.0%)
By Ethnic or Race Group	**Fall 1997**	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	121	(3.1%)
American Indian or Alaskan Native	231	(5.9%)
Asian or Pacific Islander	31	(0.8%)
Hispanic	1,143	(29.2%)
White, non-Hispanic	2,269	(57.9%)
Race/Ethnicity Unknown	123	(3.1%)
Total	3,918	(100.0%)
Instructional Staff	**Fall 1997**	
Full-Time Instructors	90	(19.7%)
Part-Time Instructors	367	(80.3%)
Total	457	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$2,705,985
District Tax Levy		$10,448,972
State Aid (incl. Equalization)		$6,475,600
Tuition & Fees		$2,901,253
Grants & Contracts		$0
Transfers & Other Revenues		$5,653,725
Reserve for Future Acquisitions		$0
Total		$28,185,535
District Expenditures FY 1997-1998		
General Fund Expenditures		$17,853,121
Capital Outlay Plant Fund		$7,333,189
Bond & Debt Redemption		$360,000
Bond & Debt Interest		$92,198
Total		$25,638,508

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT
YAVAPAI COLLEGE

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Introduction

Yavapai College is a multi-campus facility serving residents living in the more than 8,000 square miles of Yavapai County. Campuses in Prescott, Verde Valley, and centers in Prescott Valley, Chino Valley and Sedona allow faculty, staff and administrators to better serve the rapidly growing population.

Yavapai College is a learning community of which students are the key. College faculty and staff will:

- — Seek excellence in education;
- — Serve residents of the region;
- — Strengthen internal community and effective governance; and
- — Evaluate, assess and improve.
- — Demonstrate accountability to their citizenry.

Major Accomplishments 1997-98

Academic All-Americans — Two Yavapai College students, Katie Windsor and Dan Hunt, received top recognition as two of the best community college students in the country. This is the first time two students from the same community college, in the same year, were named to the All-Academic First Team.

Professional Technical Programs — Yavapai College's Paralegal Program was endorsed by the American Bar Association (ABA). A new certificate program was also introduced. Students can now pursue certification in legal nursing.

Academic All-Americans: Brent Boone-Roberts, Katie Windsor, Dan Hunt, Dr. Jeannette Sasmor

State Higher Education Committee — Serving on the committee has yielded positive results. Both Northern Arizona University and Arizona State University East have received approval to move forward with the applied baccalaureate degree (BAS).

Sports — Yavapai College's Men's Soccer Team won its third national championship in ten years.

Strategic Plan — Officials completed an institution-wide strategic plan, including community benefit statements and future indicators of achievement. The plan, which lays the groundwork for Yavapai's direction over the next three to five years, is considered a dynamic document and will be updated annually to make certain it continues to meet the needs of an ever-changing county.

Strategic Dialog — Yavapai College instituted a series of discussions between community leaders, governing board members, faculty, staff and administrators. The dialogs are designed to facilitate communication between community and college in examination of critical issues. Outcomes have been positive and board members plan to continue this process during 1998-99.

Major Issues and Resolutions in 1997-98

Master Planning — Completed Phase I of the college master plan. Master planning will be completed in December 1998 with annual reviews and updates thereafter.

Arizona Department of Transportation (ADOT) Property Acquisition — Substantial work, as part of the college's master plan and local multi-agency effort, was put into acquiring the ADOT property located at the corner of Gurley and Sheldon Streets in Prescott. Efforts in this direction will continue through the 1998-99 session.

Sedona Center — Land was purchased in the Sedona Cultural Park for construction of a state-of-the-art interactive muti-media facility. The Sedona Center is expected to be up and running by the year 2000.

Revised Tuition Structure — Governing board members voted for a flat per credit hour cost of $31 which has been approved by the State Board of Community Colleges. Prior to this change the college's tuition structure was cumbersome and complicated.

Legislative Efforts — Yavapai College received appropriations of $500,000, an increase of $250,000 over 1996-97. Money will be used to fund several areas in maintenance and operations including innovation, biology and early childhood education instructors, expansion of the public services program computer technologies and continued ADA improvements related to learning technologies.

Upcoming Issues 1998-99

ADOT Property — Legislative efforts will continue toward college property acquisition. Area governing bodies, including municipalities, school districts and Yavapai County, have endorsed and supported the College's efforts to acquire this property for college expansion. They see it as one way to manage the varied higher education needs among citizens of our growing communities. Utilizing existing state-owned buildings is much more economical, for taxpayers, than construction of new facilities.

Career Skills Program — Expansion of the integrated program to help single parents or displaced homemakers enter the workplace or upgrade their current employability skills is planned.

Student Services — Will offer video advising and on-line registration. A pilot of the Early Childhood Education Program will begin on the Verde Valley Campus. A procedure to implement credit for prior learning will be designed and piloted.

Administrative Systems — The College will complete its master plan during 1998-99; implement strategic plan and project management; re-write personnel sections of the policy manual; complete marketing plan and implement market research; and finalize the Sedona Center building and partnership contract.

NAU-Yavapai Partnership — The partnership developed a joint advisory committee. NAU advisors come to the Yavapai College campus several days a week to talk with students. It is continuing with the development of joint three-year degrees.

Facts-at-a-Glance

Enrollment FY 1997-1998		
Annual Full-Time Equivalent Student		2,763
Annual Unduplicated Headcount		9,840
Fall 1997 Headcount (credit)		5,818
By Full-Time or Part-Time	**Fall 1997**	
Full-Time	1,020	(17.5%)
Part-Time	4,798	(82.5%)
Total	5,818	(100.0%)
By Gender	**Fall 1997**	
Female	3,633	(62.4%)
Male	2,166	(37.2%)
Undeclared	19	(0.3%)
Total	5,818	(100.0%)
By Ethnic or Race Group	**Fall 1997**	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	40	(0.7%)
American Indian or Alaskan Native	139	(2.4%)
Asian or Pacific Islander	59	(1.0%)
Hispanic	248	(4.3%)
White, non-Hispanic	4,833	(83.1%)
Race/Ethnicity Unknown	499	(8.6%)
Total	5,818	(100.0%)
Instructional Staff	**Fall 1997**	
Full-Time Instructors	81	(19.6%)
Part-Time Instructors	332	(80.4%)
Total	413	(100.0%)
District Sources of Funds FY 1997-1998		
Fund Balance		$2,617,507
District Tax Levy		$15,089,911
State Aid (incl. Equalization)		$5,182,290
Tuition & Fees		$3,115,000
Grants & Contracts		$0
Transfers & Other Revenues		$(2,968,077)
Reserve for Future Acquisitions		$0
Total		$23,036,631
District Expenditures FY 1997-1998		
General Fund Expenditures		$19,162,000
Capital Outlay Plant Fund		$1,810,815
Bond & Debt Redemption		$618,107
Bond & Debt Interest		$675,193
Total		$22,266,115

YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT
ARIZONA WESTERN COLLEGE

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Introduction

Arizona Western College (AWC), the first community college established under the Arizona Community College Law of 1960, opened its doors to students in the Fall of 1963.

The College's mission is to provide educational, career and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz Counties.

Major Accomplishments in 1997-98

Arizona Western College received a five-year, $1 million Talent Search grant to serve 600 students over the next five years. The purposes of the grant are to identify qualified youth with post-secondary potential and encourage them to complete high school and enroll at a college or university; to publicize the availability of financial aid; and to encourage qualified drop-outs to re-enter high school and college and successfully complete their program of study.

AWC — photograph by Herko© 1998

AWC also received a $1.75 million Title III institutional strengthening grant from the U.S. Department of Education. The grant money will be used to improve the retention rate at the College, promote cultural diversity, and support faculty development.

Patricia Leigh Baltzer, one of the College's Honors students, was named to the USA All-American First Team at the recent AACC Convention in Miami. Only twenty students from the 1,200 + community colleges around the country receive such national recognition, and Ms. Baltzer is the second AWC Honors student to receive this prestigious distinction. Last year's recipient, Elizabeth Grandin, is attending Notre Dame University. Ms. Baltzer will be attending the University of Arizona in the fall.

AWC continues its mission of fostering partnerships with the historic signing of the Colorado River Compact, a higher education agreement that allows students to have greater access to quality instruction and related services at a reasonable cost. The Compact establishes a tuition reciprocity program to enable selected undergraduate students from California to enroll at AWC and Mohave College with the authorization to pay Arizona resident tuition rates. It also enables an equal number of selected Arizona undergraduate students to enroll at community colleges in California with authorization to pay that state's resident tuition rates.

AWC and NAU-Yuma opened its remodeled and enhanced student services complex. This jointly-funded project allows students to enter a higher education partnership with greater opportunities for well-articulated long-term planning.
AWC completed its seven-year strategic plan which includes measurable outcomes to credit high-performing lifelong learning based educational partnerships with educational entities, private industry and governmental agencies. The strategic plan includes the College's 6-E Decision-Making

Model (excellence, equity, efficiency, effort, effectiveness and ethics).

Major Issues and Resolutions in 1997-98

The College has completed its self-study report in preparation for the 1999 North Central Accreditation visit.

The construction of two new schools adjacent to the AWC/NAU facilities will be completed and ready for occupancy by the start of the 1998 academic year. The new elementary and middle schools are part of the AWC/NAU/Yuma School District No. 1 consortium.

The City of Yuma and AWC's construction of a combined fire station/educational complex will serve the College in public safety education. The public safety facility will allow the College to offer educational programs in fire science, administration of justice, emergency medical services and law enforcement.

Upcoming Issues for 1998-99

Complete the NCA process for the March 1999 accreditation and insure that recommendations are addressed by the campus community to strengthen Arizona Western College.

Implement conversion of the Datatel Integrated Management Information System so that data is collected, stored, and presented as part of an institutional effectiveness decision-making model.

Promote staff training, planning, and implementation of a successful plan for the AWC Foundation major giving program including funding levels, time tables, and defined objectives.

Coordinate the development and implementation of a district-wide facilities master plan involving faculty, staff, and the greater campus communities in Yuma and La Paz Counties.

Develop an institutional effectiveness model based upon instructional outcomes, measures, and benchmarks to improve and support learning.

Develop a curriculum master plan to expand existing offerings and develop new courses, programs, and delivery structures to meet lifelong learning needs of our communities including home and workplace learning, consumer education, adult basic education and literacy, and international initiatives.

Design and implement an enrollment management model that will facilitate equitable yet efficient growth throughout Yuma and La Paz Counties.

Finalize the funding plan for the construction of the Arizona Western College Career Center in Yuma.

Facts-at-a-Glance

Enrollment FY 1997-1998	
Annual Full-Time Equivalent Student	3,196
Annual Unduplicated Headcount	12,862
Fall 1997 Headcount (credit)	6,198

By Full-Time or Part-Time	Fall 1997	
Full-Time	1,640	(26.5%)
Part-Time	4,558	(73.5%)
Total	6,198	(100.0%)

By Gender	Fall 1997	
Female	3,682	(59.4%)
Male	2,514	(40.6%)
Undeclared	2	(0.0%)
Total	6,198	(100.0%)

By Ethnic or Race Group	Fall 1997	
Non-Resident Alien	0	(0.0%)
Black, non-Hispanic	167	(2.7%)
American Indian or Alaskan Native	155	(2.5%)
Asian or Pacific Islander	110	(1.8%)
Hispanic	2,723	(43.9%)
White, non-Hispanic	2,926	(47.2%)
Race/Ethnicity Unknown	117	(1.9%)
Total	6,198	(100.0%)

Instructional Staff	Fall 1997	
Full-Time Instructors	93	(30.1%)
Part-Time Instructors	216	(69.9%)
Total	309	(100.0%)

District Sources of Funds FY 1997-1998	
Fund Balance	$6,688,484
District Tax Levy	$12,389,728
State Aid (incl. Equalization)	$5,241,400
Tuition & Fees	$1,793,956
Grants & Contracts	$0
Transfers & Other Revenues	$1,684,854
Reserve for Future Acquisitions	$0
Total	$27,798,422

District Expenditures FY 1997-1998	
General Fund Expenditures	$15,956,696
Capital Outlay Plant Fund	$2,618,102
Bond & Debt Redemption	$1,035,000
Bond & Debt Interest	$962,283
Total	$20,572,081

Arizona Community College
Student Enrollment Statistics and Trends
FY 1993-1994 to FY 1997-1998

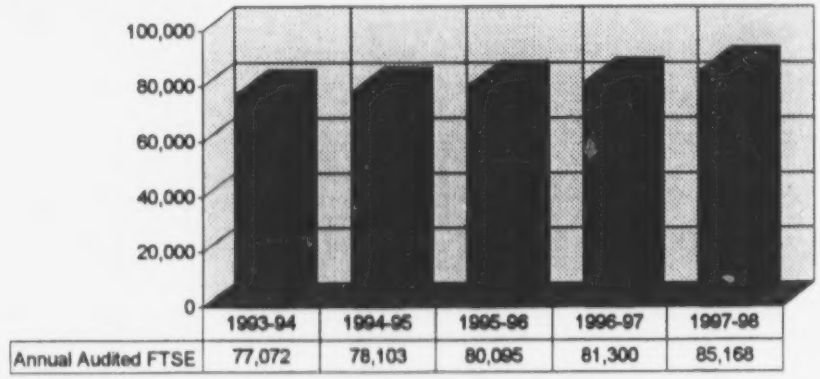
(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

Enrollment Trends
Annual Audited FTSE* and Fall Headcounts
Fiscal Years 1993-1994 to 1997-1998

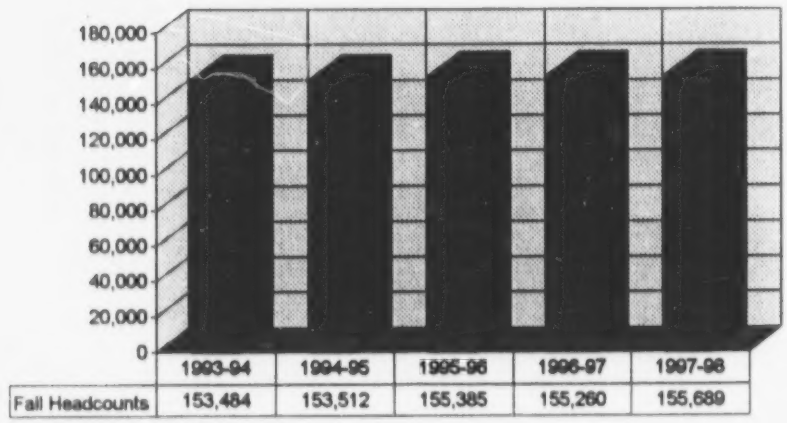
	1993-94	1994-95	1995-96	1996-97	1997-98
Annual Audited FTSE	77,072	78,103	80,095	81,300	85,168
Fall Headcounts	153,484	153,512	155,385	155,260	155,689

*Full-Time Equivalent Student

Five-Year Annual FTSE Trends



Five-Year Fall Headcounts



Headcount by Full-Time or Part-Time Enrollment
Fiscal Years 1993-1994 to 1997-1998

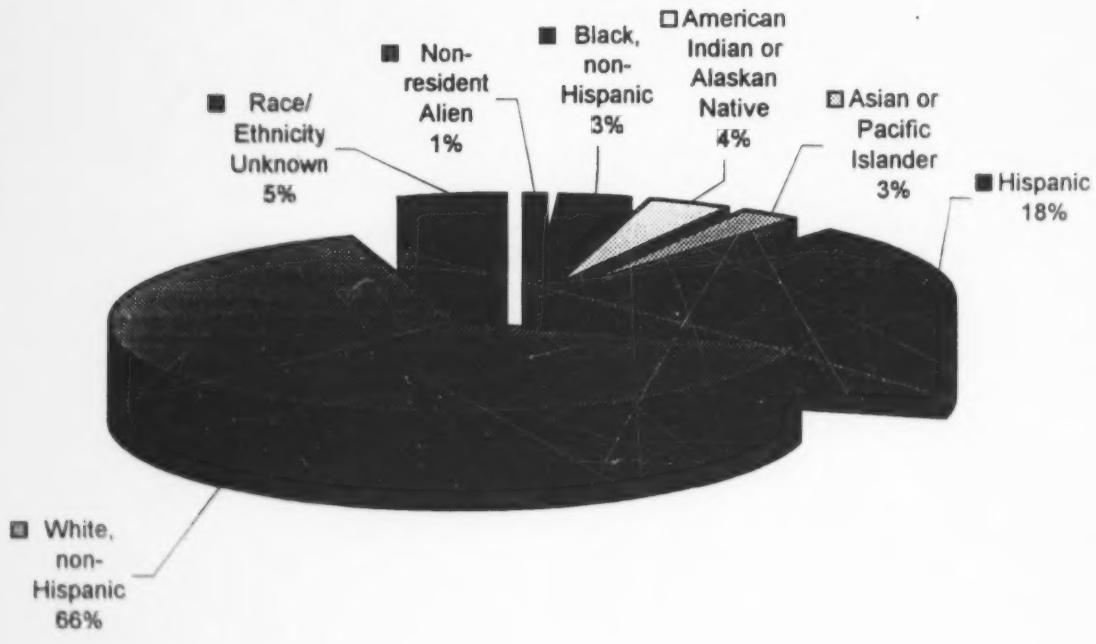
	1993-94	1994-95	1995-96	1996-97	1997-98
Full-Time	34,561	34,506	34,518	34,894	36,023
Part-Time	118,923	119,006	120,867	120,366	119,666
State Totals	153,484	153,512	155,385	155,260	155,689

Fall 1997 Full-Time or Part-Time Enrollment

Headcount by Ethnic or Race Group
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Non-resident Alien	N/A	N/A	N/A	N/A	1,659
Black, non-Hispanic	4,920	5,219	5,270	5,384	5,386
American Indian or Alaskan Native	5,700	5,692	5,979	6,031	6,072
Asian or Pacific Islander	4,003	4,306	4,620	4,596	4,135
Hispanic	24,267	24,996	25,947	27,204	27,637
White, non-Hispanic	109,358	107,318	107,105	104,895	102,878
Race/Ethnicity Unknown	5,236	5,981	6,464	7,150	7,922
State Totals	153,484	153,512	155,385	155,260	155,689

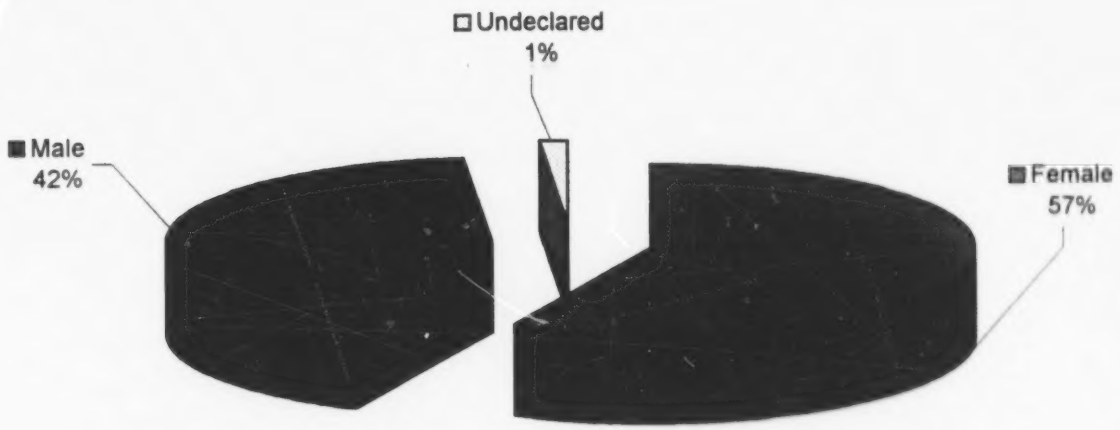
Fall 1997 Headcount
by Ethnic or Race Group



Headcount by Gender
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Female	87,586	87,651	88,940	88,796	88,747
Male	64,300	63,761	64,508	64,410	64,819
Undeclared	1,598	2,100	1,937	2,054	2,123
State Totals	153,484	153,512	155,385	155,260	155,689

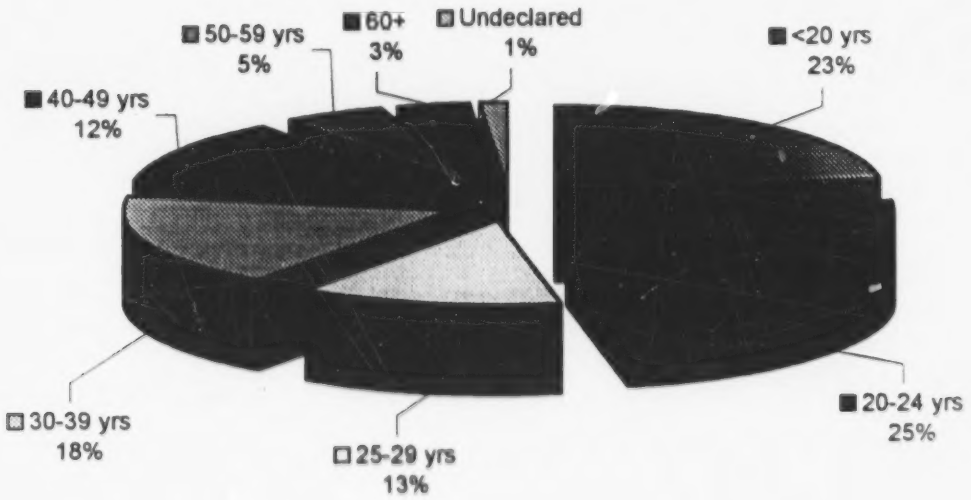
Fall 1997 Headcount by Gender



Headcount by Age Cohort
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
<20 yrs	30,282	31,276	32,467	33,351	35,950
20-24 yrs	38,046	37,612	37,691	37,900	37,559
25-29 yrs	20,371	20,115	20,473	20,807	20,340
30-39 yrs	32,095	30,916	30,543	28,573	27,414
40-49 yrs	18,924	19,188	19,334	19,363	18,825
50-59 yrs	7,238	7,442	7,568	7,799	7,954
60+	4,823	4,898	5,365	5,179	5,334
Undeclared	1,705	2,065	1,944	2,288	2,313
State Totals	153,484	153,512	155,385	155,260	155,689

Fall 1997 Headcount by Age Cohort

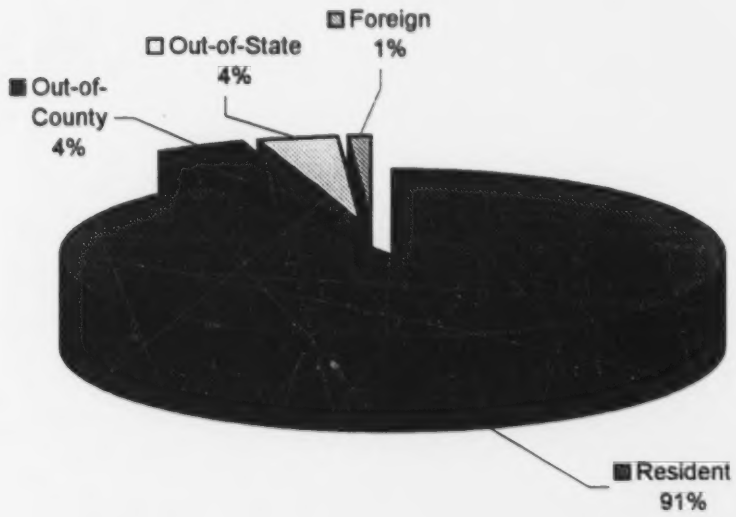


Headcount by Residency Status
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	137,858	137,317	140,690	140,409	141,072
Out-of-County	8,510	8,691	7,099	7,398	6,888
Out-of-State	5,492	5,750	6,121	5,707	5,799
Foreign	1,624	1,754	1,462	1,736	1,930
State Totals	153,484	153,512	155,385	155,260*	155,689

*includes 10 "*undeclared*" students

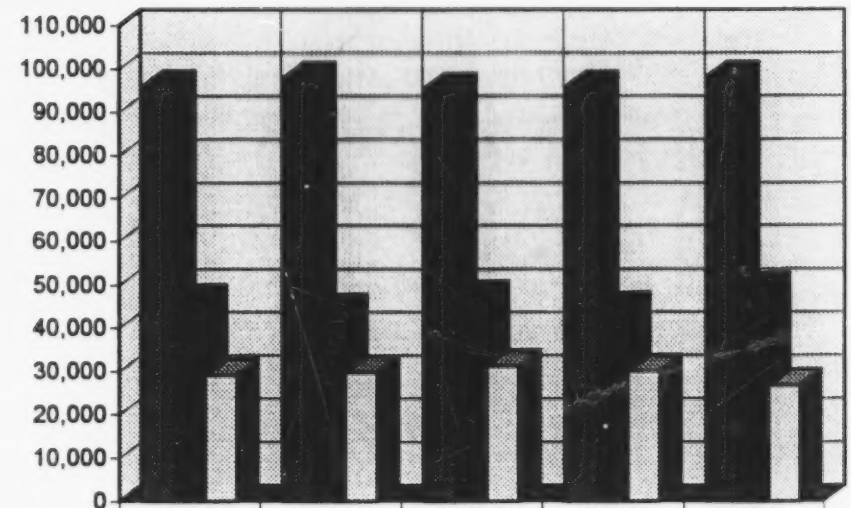
Fall 1997 Headcount by Residency Status



Headcount by College Continuation Status
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Continuing & Returning	95,992	97,829	95,126	95,624	97,998
First-Time Students	46,372	44,052	47,180	44,500	48,958
Higher Education Transfers	29,070	29,688	31,212	30,005	26,676

Fall 1997 Headcount
by College Continuation Status

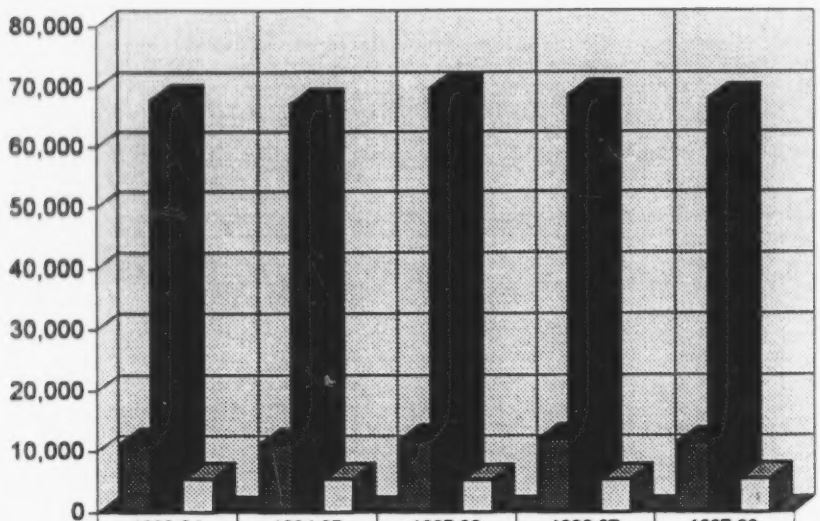


	1993-94	1994-95	1995-96	1996-97	1997-98
Continuing & Returning	95,992	97,829	95,126	95,624	97,998
First-Time Students	46,372	44,052	47,180	44,500	48,958
Higher Education Transfers	29,070	29,688	31,212	30,005	26,676

Headcount by Arizona High School Graduation Status
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Previous Year Arizona High School Graduates	11,176	11,107	11,764	11,859	11,339
Other High School Graduates	67,732	67,108	69,768	68,622	67,988
GED Completers	5,420	5,370	5,178	5,267	5,408

Fall 1997 Headcount
by Arizona High School Graduation Status

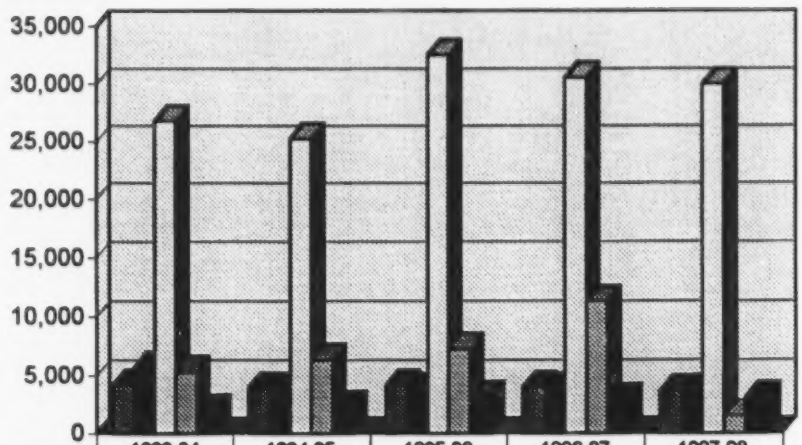


	1993-94	1994-95	1995-96	1996-97	1997-98
Previous year AZ HS grads	11,176	11,107	11,764	11,859	11,339
Other HS grads	67,732	67,108	69,768	68,622	67,988
GED completers	5,420	5,370	5,178	5,267	5,408

Miscellaneous Headcount Information
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Vets (Receiving Benefits)	4,200	3,895	4,149	3,982	3,655
Reporting as Physically Challenged	5,636	3,849	3,843	3,827	3,694
Receiving Federal Financial Aid	26,734	25,219	32,512	30,541	29,994
In JTPA & Other Federal Programs	5,273	6,323	7,238	11,299	1,492
In Prison Courses	1,986	2,268	3,160	2,883	3,101

Miscellaneous Headcount Information
Fall 1997



	1993-94	1994-95	1995-96	1996-97	1997-98
Vets (Receiving Benefits)	4,200	3,895	4,149	3,982	3,655
Reporting as Physically Challenged	5,636	3,849	3,843	3,827	3,694
Receiving Federal Financial Aid	26,734	25,219	32,512	30,541	29,994
In JTPA & Other Federal Programs	5,273	6,323	7,238	11,299	1,492
In Prison Courses	1,986	2,268	3,160	2,883	3,101

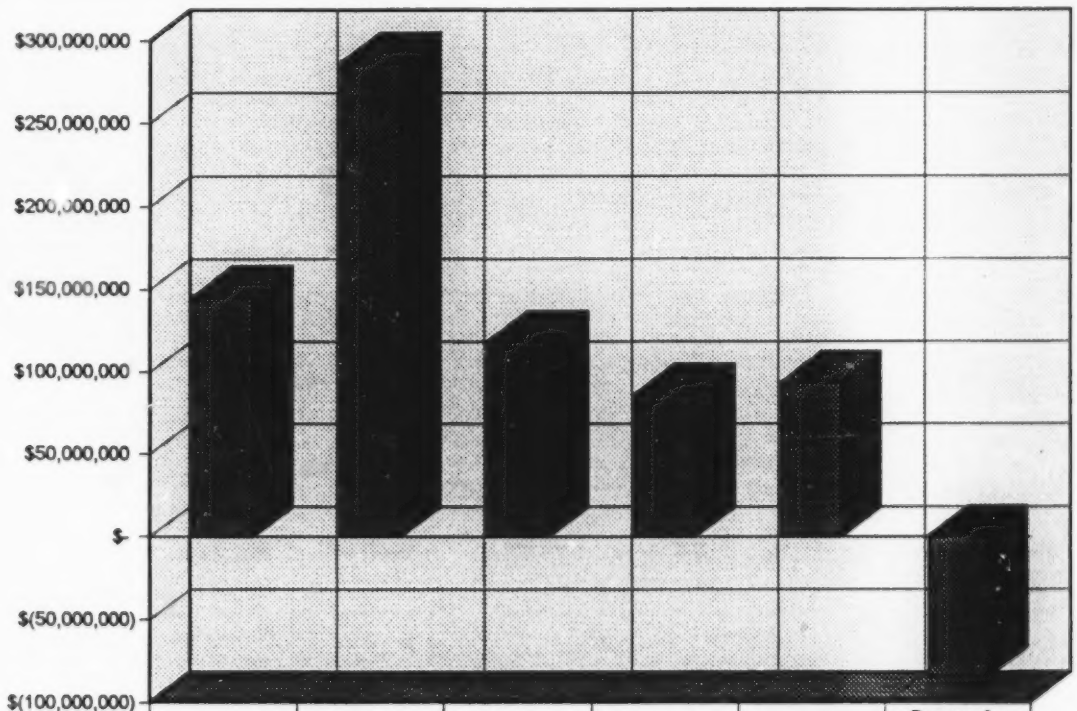
Arizona Community College Financial Information: Data and Trends FY 1993-1994 to FY 1997-1998

(Data provided by the ten community college districts)

Sources of Funds
(General and Plant Funds Combined)
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Fund Balance	38,054,379	53,813,084	125,404,431	171,176,960	145,395,797
District Tax Levy	201,890,748	210,350,331	258,493,932	259,131,100	286,451,852
State Aid	85,935,300	97,516,300	102,720,900	109,509,400	118,263,690
Tuition & Fees	68,345,270	69,642,502	73,095,854	79,493,348	85,933,116
Transfers & Other Revenues	14,134,743	28,942,391	86,755,257	19,503,313	93,503,831
Reserve for Future Acquisitions	(16,314,724)	(27,070,939)	(119,882,430)	(115,755,869)	(83,913,056)
State Totals	$392,045,716	$433,193,669	$526,587,944	$523,058,252	$645,635,230

Sources of Funds FY 1997-1998

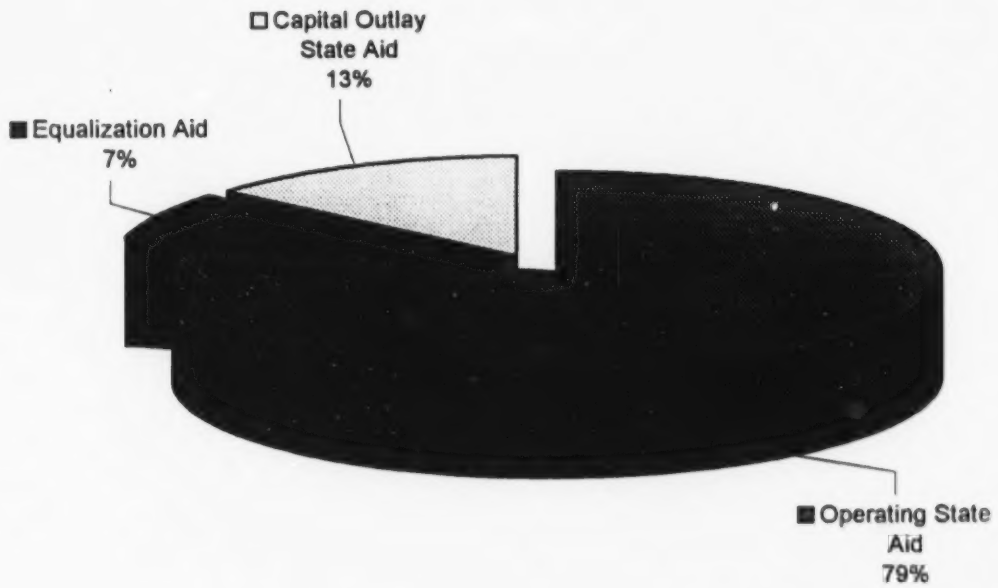


	Fund Balance	District Tax Levy	State Aid	Tuition & Fees	Transfers & Other Revenues	Reserve for Future Acquisitions
State Totals	$145,395,797	$286,451,852	$118,263,690	$85,933,116	$93,503,831	$(83,913,056)

Analysis of State Aid
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
Operating State Aid	69,004,700	77,473,800	79,949,300	87,886,700	93,348,800
Equalization Aid	6,611,600	7,103,700	7,559,900	8,251,400	8,741,500
Capital Outlay State Aid	10,319,000	12,938,800	15,211,700	13,371,300	16,173,390
State Totals	$85,935,300	$97,516,300	$102,720,900	$109,509,400	$118,263,690

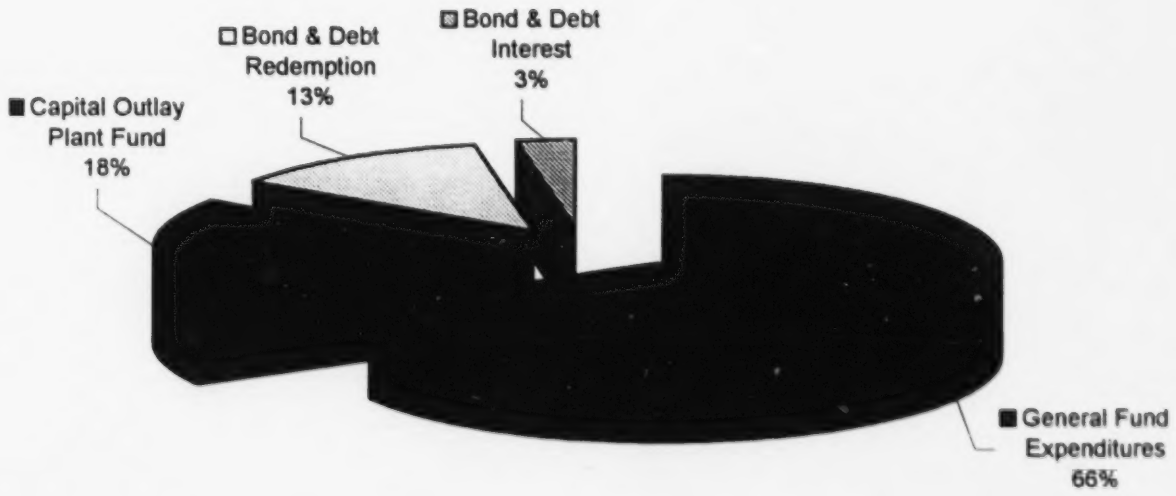
Analysis of State Aid



Disposition of Funds
Fiscal Years 1993-1994 to 1997-1998

	1993-94	1994-95	1995-96	1996-97	1997-98
General Fund Expenditures	322,869,126	344,529,539	368,725,788	389,179,938	411,385,330
Capital Outlay Plant Fund	22,287,797	46,807,663	62,876,320	86,625,820	111,441,270
Bond & Debt Redemption	36,585,937	10,170,879	6,616,499	27,623,109	79,526,279
Bond & Debt Interest	4,046,719	7,995,231	11,640,982	12,216,135	16,846,106
State Totals	$385,789,579	$409,503,312	$449,859,589	$515,645,002	$619,198 985

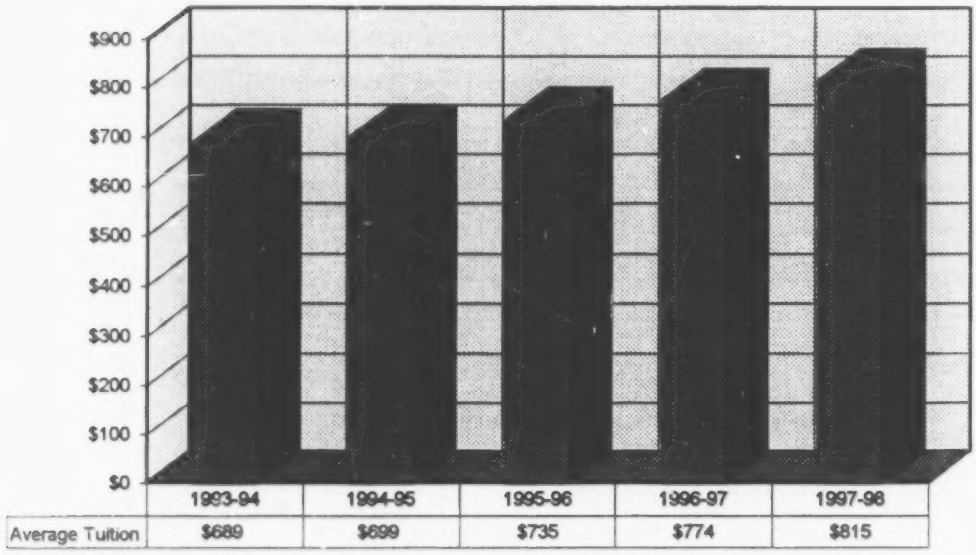
Disposition of Funds



Arizona Tuition Rates
For 30 Hours of Study
(One Year of Full-Time Equivalent Credit)

County	1993-94	1994-95	1995-96	1996-97	1997-98
Cochise	750	750	780	780	780
Coconino	600	600	810	810	810
Graham	628	628	628	628	652
Maricopa	960	960	1,020	1,020	1,110
Mohave	520	580	580	660	720
Navajo	600	600	660	660	720
Pima	700	724	724	774	798
Pinal	690	700	700	756	784
Yavapai	666	666	666	846	936
Yuma-LaPaz	780	780	780	810	840
State Average	$689	$699	$735	$774	$815

Arizona Average Tuition
FY 1993-1994 to FY 1997-1998



Program of Study Information: Curriculum Matrix, Skill Centers, and Tech Prep

For information
previously displayed in the

Curriculum Matrix for
Arizona Comunity Colleges,

please refer to
"Curricula Matrix for Arizona's Community Colleges
Fall '97-Spring '98," *Arizona College and Career Guide 1997-98* (23rd Edition), (pp. 37-48). Phoenix: Arizona Commission for Postsecondary Education.

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Skill Centers

Another dimension of postsecondary education may be experienced at one of Arizona's two Skill Centers, which are located in Maricopa and Pima Counties. These centers are unique operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready."

Training Clusters Offered at One or More of Arizona's Skill Centers

Accounting and Payroll
Auto Body
Business and Office Education
Child Care
Computer Based Programs/Occupations
Computerized Office Procedures
Employment Success
Facilities Maintenance
Federal Correctional/Institutions
Food Preparation/Service
Health Occupations
Highway Construction
Hotel and Airline Reservations
Meatcutting
Medical Assistant
Material Handling
Printing
Retail Skills
Retail Banking
Safety Trades
Welding Trades
Workplace Basic Skills

Skill Centers of Arizona
Enrollment Data

Skill Center	FTSE*	Student Clock Hrs	No. of Students	No. of Programs	Job** Placement	Certificates Awarded
Maricopa	884.00	565,681.00	1,505	15	1,054	1,432
Pima	329.16	210,659.75	1,035	9	657	759
Total	1,213.16	776,340.75	2,540	24	1,711	2,191

* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.
**Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%)
+ These are verifiable placements by the Skill Centers.

Tech Prep in Arizona

What Is Tech Prep?

Tech Prep is a major ***EDUCATIONAL INITIATIVE*** that involves restructuring traditional curricula and introducing new teaching approaches at the secondary and postseconday levels. Viewed as one of the most innovative and effective educational reform efforts in recent American history, Tech Prep connects learning to career pathways and provides students with the knowledge, skills and behaviors they need to compete successfully in the technologically advanced work place of tomorrow

Tech Prep utilizes a ***COORDINATED SEQUENCE*** of instruction, jointly designed by secondary and postsecondary instructors to link high school with the community college level. This ***ARTICULATION*** effort is one of the most important aspects of Tech Prep, since a student is able to move easily, without course duplication, to the postsecondary level. Students are also able to ***BRIDGE*** between the two levels and take classes at a local community college while attending high school.

In Arizona, the Tech Prep effort has completed its ***SIXTH SUCCESSFUL YEAR***.

Mission and Vision for Tech Prep

All students are prepared to enter the workforce with the knowledge, skills and behaviors necessary to support themselves in a healthy and productive society.

To focus and empower our Vision by supporting the establishment and maintenance of the Tech Prep Initiative, thereby enabling students to successfully enter the workforce.

A Tech Prep Student

A Tech Prep Student is any student enrolled in one or more occupationally-based secondary and/or postsecondary programs in an identified Career Pathway. Tech Prep Programs are available to all students.

What Are Characteristics of Tech Prep?

— ***New and Creative Partnerships*** are designed and maintained between education and business; secondary and postsecondary institutions and academic and technical faculty.

— ***Curriculum Restructuring*** is possible because more high school students have a reason to complete their rigorous and relevant education; postsecondary institutions can raise the level of their competencies also, to provide sophisticated technical programs - curriculum modifications are made at both levels.

— ***Guidance Counselors*** play a vital role in the success of Tech Prep because they educate students about career options that meet their interests and needs.

— ***Integration*** provides sound academic competencies, which emphasizes science, math and communication, while obtaining a quality technical education.

— ***Work Based Learning*** includes experiences such as shadowing, mentoring, cooperative learning, internships, summer programs and apprenticeships as an integral part of Tech Prep through partnerships with business and industry.

— ***Learning Styles*** provide opportunities that take the student from (1) concrete to abstract, (2) general to specific, (3) practice to theory, and (4) familiar to unfamiliar. A careful balance of head and hand skills incorporates all of these concepts and makes learning understandable and achievable.

Interagency Printing Services

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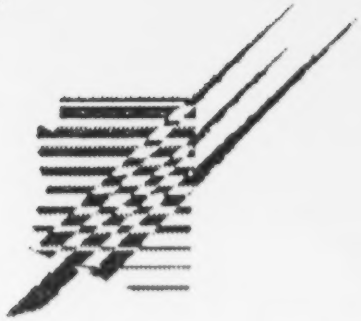

State Board of Directors for Community Colleges of Arizona

Statistical Supplement to the Annual Report to the Governor FY 1997-1998

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Statistical Supplement to the Annual Report to the Governor FY 1997-1998

The State Board of Directors for Community Colleges of Arizona
Statistical Annual Report to the Governor, FY 1997-1998

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Note: For more detailed anecdotal information and trend data on the Arizona Community Colleges, please refer to the companion document to this *Statistical Supplement, The Annual Report to the Governor, FY1997-1998*, issued by the State Board.

Arizona Community College
Student Enrollment
FY 1997-1998

(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

FY 1997-1998 Annual Audited Full-Time Equivalent Student Report (FTSE)

FTSE- definition - ARS § 15-1401.7. "Full-time equivalent student" means student enrollment for fifteen community college semester credit units per semester.

1997-1998 District	Basic Regular	Basic Short-term & OE/OE[1]	Adult Basic Education	Basic FTSE Subtotal	Skill Center FTSE	Total FTSE Number	Total FTSE Percent
Cochise	2,400	742	113	3,255		3,255	3.8%
Coconino	1,314	183	0	1,497		1,497	1.8%
Graham	2,202	427	8	2,637		2,637	3.1%
Maricopa	35,664	10,827	500	46,991	884	47,875	56.2%
Chandler-Gilbert	1,667	246	0	1,913		1,913	2.2%
Estrella Mountain	1,094	149	0	1,243		1,243	1.5%
GateWay	1,572	1,004	0	2,576	884	3,460	4.1%
Glendale	7,209	1,499	0	8,708		8,708	10.2%
Mesa	10,224	1,598	13	11,835		11,835	13.9%
Paradise Valley	2,163	408	0	2,571		2,571	3.0%
Phoenix	4,670	922	0	5,592		5,592	6.6%
Rio Salado	1,870	4,206	487	6,563		6,563	7.7%
Scottsdale	4,002	622	0	4,624		4,624	5.4%
South Mountain	1,194	173	0	1,367		1,367	1.6%
Mohave	1,752	395	0	2,147		2,147	2.5%
Navajo	1,719	383	0	2,102		2,102	2.5%
Pima	12,676	2,751	896	16,323	329	16,652	19.6%
Pinal	1,932	1,112	0	3,044		3,044	3.6%
Yavapai	2,317	390	56	2,763		2,763	3.2%
Yuma-La Paz	2,736	460	0	3,196		3,196	3.8%
State Totals	64,712	17,670	1,573	83,955	1,213	85,168	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction

[1] OE/OE = Open Entry/Open Exit

FY 1997-1998 Annual Unduplicated Headcount*

1997-1998 District	Annual Unduplicated Headcount	
	Number	Percent
Cochise	6,400	2.1%
Coconino	6,535	2.2%
Graham	9,286	3.1%
Maricopa	169,406	56.6%
Chandler-Gilbert	6,872	2.3%
Estrella Mountain	5,338	1.8%
GateWay	15,185	5.1%
Glendale	29,180	9.8%
Mesa	37,247	12.4%
Paradise Valley	9,965	3.3%
Phoenix	19,342	6.5%
Rio Salado	25,733	8.6%
Scottsdale	16,074	5.4%
South Mountain	4,470	1.5%
Mohave	10,068	3.4%
Navajo	9,237	3.1%
Pima	54,804	18.3%
Pinal	10,808	3.6%
Yavapai	9,840	3.3%
Yuma-LaPaz	12,862	4.3%
State Totals	299,246	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

*Unduplicated Headcount denotes - Unduplicated count of individuals taking one or more credit courses during the year.

Headcount by Full-Time or Part-Time Enrollment
Fall 1997

Fall 1997 District	Fall 1997 Full-Time	%	Part-Time	%	Total
Cochise	1,387	30.3%	3,193	69.7%	4,580
Coconino	1,029	30.0%	2,405	70.0%	3,434
Graham	1,410	29.1%	3,435	70.9%	4,845
Maricopa	20,510	22.5%	70,838	77.5%	91,348
Chandler-Gilbert	917	23.5%	2,993	76.5%	3,910
Estrella Mountain	524	17.4%	2,483	82.6%	3,007
GateWay	462	6.1%	7,065	93.9%	7,527
Glendale	4,767	27.5%	12,592	72.5%	17,359
Mesa	6,082	27.9%	15,717	72.1%	21,799
Paradise Valley	1,280	21.3%	4,727	78.7%	6,007
Phoenix	2,606	24.1%	8,213	75.9%	10,819
Rio Salado	613	6.9%	8,285	93.1%	8,898
Scottsdale	2,544	27.0%	6,874	73.0%	9,418
South Mountain	715	27.5%	1,889	72.5%	2,604
Mohave	723	14.0%	4,451	86.0%	5,174
Navajo	783	18.7%	3,408	81.3%	4,191
Pima	6,391	24.4%	19,792	75.6%	26,183
Pinal	1,130	28.8%	2,788	71.2%	3,918
Yavapai	1,020	17.5%	4,798	82.5%	5,818
Yuma-LaPaz	1,640	26.5%	4,558	73.5%	6,198
State Totals	36,023	23.1%	119,666	76.9%	155,689

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Gender
Fall 1997

Fall 1997 District	Female	%	Male	%	Undeclared	%	Total
Cochise	2,704	59.0%	1,847	40.3%	29	0.6%	4,580
Coconino	2,003	58.3%	1,426	41.5%	5	0.1%	3,434
Graham	2,831	58.4%	2,014	41.6%	0	0.0%	4,845
Maricopa	50,462	55.2%	38,839	42.5%	2,047	2.2%	91,348
Chandler-Gilbert	2,127	54.4%	1,685	43.1%	98	2.5%	3,910
Estrella Mountain	1,857	61.8%	1,073	35.7%	77	2.6%	3,007
GateWay	3,576	47.5%	3,815	50.7%	136	1.8%	7,527
Glendale	9,790	56.4%	7,287	42.0%	282	1.6%	17,359
Mesa	11,351	52.1%	10,266	47.1%	182	0.8%	21,799
Paradise Valley	3,742	62.3%	2,199	36.6%	66	1.1%	6,007
Phoenix	6,313	58.4%	4,151	38.4%	355	3.3%	10,819
Rio Salado	5,097	57.3%	3,266	36.7%	535	6.0%	8,898
Scottsdale	5,151	54.7%	4,091	43.4%	176	1.9%	9,418
South Mountain	1,458	56.0%	1,006	38.6%	140	5.4%	2,604
Mohave	3,469	67.0%	1,705	33.0%	0	0.0%	5,174
Navajo	2,824	67.4%	1,367	32.6%	0	0.0%	4,191
Pima	14,864	56.8%	11,319	43.2%	0	0.0%	26,183
Pinal	2,275	58.1%	1,622	41.4%	21	0.5%	3,918
Yavapai	3,633	62.4%	2,166	37.2%	19	0.3%	5,818
Yuma-LaPaz	3,682	59.4%	2,514	40.6%	2	0.0%	6,198
State Totals	88,747	57.0%	64,819	41.6%	2,123	1.4%	155,689

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Ethnic or Race Group
Fall 1997

Fall 1997	Non-Resident alien		Black, non-Hispanic		American Indian		Asian or P.I.		Hispanic		White, non-Hispanic		Ethnicity unknown		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Cochise	43	0.9%	321	7.0%	52	1.1%	132	2.9%	1,290	28.2%	2,545	55.6%	197	4.3%	4,580
Coconino	0	0.0%	51	1.5%	491	14.3%	68	2.0%	341	9.9%	2,458	71.6%	25	0.7%	3,434
Graham	32	0.7%	86	1.8%	278	5.7%	38	0.8%	954	19.7%	3,395	70.1%	62	1.3%	4,845
Maricopa	1,009	1.1%	3,621	4.0%	2,492	2.7%	2,836	3.1%	13,093	14.3%	61,806	67.7%	6,491	7.1%	91,348
Chandler-Gilbert	27	0.7%	87	2.2%	51	1.3%	93	2.4%	610	15.6%	2,813	71.9%	229	5.9%	3,910
Estrella Mountain	6	0.2%	124	4.1%	41	1.4%	56	1.9%	857	28.5%	1,768	58.8%	155	5.2%	3,007
GateWay	31	0.4%	449	6.0%	324	4.3%	216	2.9%	1,290	17.1%	4,740	63.0%	477	6.3%	7,527
Glendale	218	1.3%	738	4.3%	298	1.7%	677	3.9%	2,475	14.3%	12,257	70.6%	696	4.0%	17,359
Mesa	331	1.5%	601	2.8%	606	2.8%	819	3.8%	2,545	11.7%	15,767	72.3%	1,130	5.2%	21,799
Paradise Valley	33	0.5%	68	1.1%	84	1.4%	151	2.5%	370	6.2%	4,927	82.0%	374	6.2%	6,007
Phoenix	96	0.9%	687	6.3%	423	3.9%	343	3.2%	2,450	22.6%	5,485	50.7%	1,335	12.3%	10,819
Rio Salado	27	0.3%	332	3.7%	119	1.3%	257	2.9%	799	9.0%	6,001	67.4%	1,363	15.3%	8,898
Scottsdale	207	2.2%	143	1.5%	435	4.6%	171	1.8%	565	6.0%	7,333	77.9%	564	6.0%	9,418
South Mountain	33	1.3%	392	15.1%	111	4.3%	53	2.0%	1,132	43.5%	715	27.5%	168	6.5%	2,604
Mohave	3	0.1%	30	0.6%	137	2.6%	68	1.3%	399	7.7%	4,532	87.6%	5	0.1%	5,174
Navajo	0	0.0%	38	0.9%	1,167	27.8%	40	1.0%	351	8.4%	2,561	61.1%	34	0.8%	4,191
Pima	572	2.2%	911	3.5%	930	3.6%	753	2.9%	7,095	27.1%	15,553	59.4%	369	1.4%	26,183
Pinal	0	0.0%	121	3.1%	231	5.9%	31	0.8%	1,143	29.2%	2,269	57.9%	123	3.1%	3,918
Yavapai	0	0.0%	40	0.7%	139	2.4%	59	1.0%	248	4.3%	4,833	83.1%	499	8.6%	5,818
Yuma-LaPaz	0	0.0%	167	2.7%	155	2.5%	110	1.8%	2,723	43.9%	2,926	47.2%	117	1.9%	6,198
State Totals	1,659	1.1%	5,386	3.5%	6,072	3.9%	4,135	2.7%	27,637	17.8%	102,878	66.1%	7,922	5.1%	155,689

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Definitions/Catagories as defined by the Integrated Postsecondary Education Data System (IPEDS)

Headcount by Age Cohort
Fall 1997

Fall 1997	Less than 20		20 to 24		25 to 29		30 to 39		40 to 49		50 to 59		60 and over		Undeclared		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	1,039	22.7%	956	20.9%	638	13.9%	932	20.3%	667	14.6%	213	4.8%	97	2.1%	33	0.7%	4,580
Coconino	1,060	30.9%	998	29.1%	390	11.4%	468	13.6%	365	10.6%	118	3.4%	35	1.0%	0	0.0%	3,434
Graham	1,628	33.6%	763	15.7%	298	6.2%	600	12.4%	505	10.4%	371	7.7%	679	14.0%	1	0.0%	4,845
Maricopa	21,155	23.2%	22,612	24.8%	12,757	14.0%	16,439	18.0%	10,346	11.3%	4,060	4.4%	1,951	2.1%	2,028	2.2%	91,348
Chandler-Gilbert	990	25.3%	980	25.1%	483	12.4%	670	17.1%	395	10.1%	161	4.1%	171	4.4%	60	1.5%	3,910
Estrella Mountain	923	30.7%	434	14.4%	321	10.7%	580	19.3%	398	13.2%	165	5.5%	110	3.7%	76	2.5%	3,007
GateWay	1,432	19.0%	1,020	13.6%	1,168	15.5%	1,974	26.2%	1,253	16.6%	450	6.0%	100	1.3%	130	1.7%	7,527
Glendale	4,076	23.5%	4,482	25.8%	2,421	13.9%	3,103	17.9%	1,962	11.3%	720	4.1%	301	1.7%	294	1.7%	17,359
Mesa	4,754	21.8%	7,336	33.7%	3,383	15.5%	3,451	15.8%	1,904	8.7%	646	3.0%	183	0.8%	142	0.7%	21,799
Paradise Valley	1,378	22.9%	1,467	24.4%	808	13.5%	1,056	17.6%	745	12.4%	327	5.4%	159	2.6%	67	1.1%	6,007
Phoenix	1,928	17.8%	2,740	25.3%	1,685	15.6%	2,058	19.0%	1,311	12.1%	484	4.5%	242	2.2%	371	3.4%	10,819
Rio Salado	2,878	32.3%	869	9.8%	968	10.9%	1,672	18.8%	1,143	12.8%	470	5.3%	258	2.9%	640	7.2%	8,898
Scottsdale	1,905	20.2%	2,672	28.4%	1,288	13.7%	1,453	15.4%	1,005	10.7%	573	6.1%	402	4.3%	120	1.3%	9,418
South Mountain	891	34.2%	612	23.5%	232	8.9%	422	16.2%	230	8.8%	64	2.5%	25	1.0%	128	4.9%	2,604
Mohave	883	17.1%	529	10.2%	564	10.9%	989	19.1%	958	18.5%	611	11.8%	627	12.1%	13	0.3%	5,174
Navajo	1,223	29.2%	551	13.1%	430	10.3%	836	19.9%	670	16.0%	258	6.2%	172	4.1%	51	1.2%	4,191
Pima	5,493	21.0%	8,087	30.9%	3,648	13.9%	4,504	17.2%	3,037	11.6%	1,044	4.0%	293	1.1%	77	0.3%	26,183
Pinal	1,059	27.0%	731	18.7%	424	10.8%	643	16.4%	506	12.9%	256	6.5%	224	5.7%	75	1.9%	3,918
Yavapai	1,036	17.8%	936	16.1%	448	7.7%	843	14.5%	931	16.0%	648	11.1%	947	16.3%	29	0.5%	5,818
Yuma-LaPaz	1,374	22.2%	1,396	22.5%	743	12.0%	1,160	18.7%	840	13.6%	370	6.0%	309	5.0%	6	0.1%	6,198
State Totals	35,950	23.1%	37,559	24.1%	20,340	13.1%	27,414	17.6%	18,825	12.1%	7,954	5.1%	5,334	3.4%	2,313	1.5%	155,689

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

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Headcount by Residency Status
Fall 1997

Fall 1997	Resident		Out-of-County		Out-of-State		Foreign		
District	Number	%	Number	%	Number	%	Number	%	Total
Cochise	4,283	93.5%	24	0.5%	231	5.0%	42	0.9%	4,580
Coconino	2,914	84.9%	329	9.6%	191	5.6%	0	0.0%	3,434
Graham	4,092	84.5%	566	11.7%	173	3.6%	14	0.3%	4,845
Maricopa	85,823	94.0%	1,614	1.8%	2,900	3.2%	1,011	1.1%	91,348
Chandler-Gilbert	3,680	94.1%	69	1.8%	134	3.4%	27	0.7%	3,910
Estrella Mountain	2,961	98.5%	3	0.1%	37	1.2%	6	0.2%	3,007
GateWay	7,085	94.1%	169	2.2%	240	3.2%	33	0.4%	7,527
Glendale	16,518	95.2%	187	1.1%	436	2.5%	218	1.3%	17,359
Mesa	19,919	91.4%	682	3.1%	867	4.0%	331	1.5%	21,799
Paradise Valley	5,759	95.9%	24	0.4%	191	3.2%	33	0.5%	6,007
Phoenix	10,434	96.4%	122	1.1%	167	1.5%	96	0.9%	10,819
Rio Salado	8,423	94.7%	215	2.4%	233	2.6%	27	0.3%	8,898
Scottsdale	8,533	90.6%	138	1.5%	540	5.7%	207	2.2%	9,418
South Mountain	2,511	96.4%	5	0.2%	55	2.1%	33	1.3%	2,604
Mohave	4,752	91.8%	46	0.9%	373	7.2%	3	0.1%	5,174
Navajo	3,325	79.3%	790	18.8%	76	1.8%	0	0.0%	4,191
Pima	22,537	86.1%	1,890	7.2%	1,151	4.4%	605	2.3%	26,183
Pinal	2,704	69.0%	1,065	27.2%	126	3.2%	23	0.6%	3,918
Yavapai	5,059	87.0%	435	7.5%	276	4.7%	48	0.8%	5,818
Yuma-LaPaz	5,583	90.1%	129	2.1%	302	4.9%	184	3.0%	6,198
State Totals	141,072	90.6%	6,888	4.4%	5,799	3.7%	1,930	1.2%	155,689

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Non-Credit Classes and Non-Credit Enrollment

Non-Credit Classes Not counted in credit Enrollment figures	July 1 to Dec. 31, 1997				Jan. 1 to June 30, 1998				Totals: FY 1997-1998			
	Number of Classes		Number of Students		Number of Classes		Number of Students		Number of Classes		Number of Students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cochise	24	0.7%	323	1.0%	44	1.2%	599	1.6%	68	1.0%	922	1.3%
Coconino	31	1.0%	316	0.9%	29	0.8%	361	1.0%	60	0.9%	677	1.0%
Graham	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maricopa	1,796	55.5%	22,206	65.7%	2,369	65.7%	27,145	72.9%	4,165	60.9%	49,351	69.5%
Chandler-Gilbert	330	10.2%	3,083	9.1%	427	11.8%	3,096	8.3%	757	11.1%	6,179	8.7%
Estrella Mountain	143	4.4%	1,106	3.3%	191	5.3%	1,326	3.6%	334	4.9%	2,432	3.4%
GateWay	38	1.2%	684	2.0%	37	1.0%	666	1.8%	75	1.1%	1,350	1.9%
Glendale	154	4.8%	1,267	3.7%	231	6.4%	1,871	5.0%	385	5.6%	3,138	4.4%
Mesa	371	11.5%	3,234	9.6%	433	12.0%	3,666	9.8%	804	11.8%	6,900	9.7%
Paradise Valley	412	12.7%	8,972	26.6%	514	14.3%	9,611	25.8%	926	13.5%	18,583	26.2%
Phoenix	26	0.8%	312	0.9%	48	1.3%	940	2.5%	74	1.1%	1,252	1.8%
Rio Salado	15	0.5%	106	0.3%	18	0.5%	223	0.6%	33	0.5%	329	0.5%
Scottsdale	253	7.8%	3,112	9.2%	392	10.9%	5,216	14.0%	645	9.4%	8,328	11.7%
South Mountain	54	1.7%	330	1.0%	78	2.2%	530	1.4%	132	1.9%	860	1.2%
Mohave	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Navajo	30	0.9%	238	0.7%	65	1.8%	184	0.5%	95	1.4%	422	0.6%
Pima	1,104	34.1%	8,177	24.2%	782	21.7%	5,735	15.4%	1,886	27.6%	13,912	19.6%
Pinal	188	5.8%	1,864	5.5%	197	5.5%	1,950	5.2%	385	5.6%	3,814	5.4%
Yavapai	62	1.9%	665	2.0%	118	3.3%	1,272	3.4%	180	2.6%	1,937	2.7%
Yuma-LaPaz	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
State Totals	3,235	100.0%	33,789	100.0%	3,604	100.0%	37,246	100.0%	6,839	100.0%	71,035	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount College Continuation Status: Continuing & Returning, First-Time Students, Higher Education Transfers
Fall 1997

Fall 1997 District	Continuing & Returning	1st-Time Students	Higher Ed Transfers
Cochise	2,827	1,007	499
Coconino	2,384	639	439
Graham	3,231	1,359	255
Maricopa	54,828	33,338	21,282
Chandler-Gilbert	2,025	1,710	968
Estrella Mountain	1,602	1,585	508
GateWay	3,853	2,821	1,936
Glendale	11,282	6,587	3,780
Mesa	14,019	8,732	6,336
Paradise Valley	3,470	2,182	1,581
Phoenix	7,107	3,331	1,802
Rio Salado	4,141	1,665	693
Scottsdale	5,895	3,416	3,314
South Mountain	1,434	1,309	364
Mohave	4,130	1,044	N/A
Navajo	2,807	1,098	1,262
Pima	18,566	5,323	2,294
Pinal	1,477	1,328	201
Yavapai	3,975	1,399	444
Yuma-LaPaz	3,773	2,423	0
State Totals	97,998	48,958	26,676

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Arizona High School Graduation Status
Fall 1997

Fall 1997 District	High School Graduation Status		
	Previous yr. AZ HS Grad	Other AZ HS Grads	G.E.D. Completers
Cochise	388	1,607	408
Coconino	220	2	21
Graham	457	2,402	311
Maricopa	6,842	46,571	2,064
Chandler-Gilbert	371	1,844	0
Estrella Mountain	178	1,656	151
GateWay	116	3,984	0
Glendale	1,916	9,144	913
Mesa	2,066	10,888	707
Paradise Valley	443	3,104	0
Phoenix	745	5,636	204
Rio Salado	46	4,943	0
Scottsdale	661	4,052	0
South Mountain	300	1,320	89
Mohave	155	850	299
Navajo	224	1,671	93
Pima	1,823	10,021	1,762
Pinal	347	1,030	27
Yavapai	396	1,771	165
Yuma-LaPaz	487	2,063	258
State Totals	11,339	67,988	5,408

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Miscellaneous Headcount Information
Fall 1997

Fall 1997 District	Veterans receiving benefits	Students reporting as physically challenged	Students receiving Federal financial aid	Students in JTPA or other Federal Programs	Students enrolled in prison courses
Cochise	285	20	2,513	290	409
Coconino	47	69	633	62	0
Graham	27	125	647	227	239
Maricopa	2,052	2,414	15,253	565	1,909
Chandler-Gilbert	94	129	478	0	0
Estrella Mountain	62	55	682	4	0
GateWay	93	75	631	0	0
Glendale	503	907	3,292	319	0
Mesa	697	551	3,843	42	0
Paradise Valley	111	241	875	0	0
Phoenix	223	406	2,992	36	0
Rio Salado	96	45	332	155	1,909
Scottsdale	153	0	1,281	9	0
South Mountain	20	5	847	0	0
Mohave	76	258	696	0	0
Navajo	15	254	254	32	85
Pima	809	537	5,850	281	286
Pinal	52	12	979	35	173
Yavapai	65	5	1,007	N/A	N/A
Yuma-LaPaz	227	N/A	2,162	N/A	0
State Totals	3,655	3,694	29,994	1,492	3,101

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Degrees and Certificates Awarded

FY 1997-98	Degrees Awarded				Certificates Awarded				
District	Academic	Occupational	Other	Total	1 to 15 hrs	16 to 30 hrs	31 to 45 hrs	46 or more	Total
Cochise	307	141	0	448	35	106	31	0	172
Coconino	53	10	5	68	4	8	2	0	14
Graham	131	69	0	200	45	225	7	0	277
Maricopa	1,747	1,325	674	3,746	3,882	2,288	971	45	7,186
Chandler-Gilbert	110	15	10	135	13	1	6	7	27
Estrella Mountain	48	6	31	85	125	30	0	0	155
GateWay	20	158	24	202	170	69	135	33	407
Glendale	415	275	84	774	326	89	9	0	424
Mesa	461	358	257	1,076	14	131	159	5	309
Paradise Valley	120	18	43	181	0	0	10	0	10
Phoenix	310	272	73	655	291	90	136	0	517
Rio Salado	69	57	27	153	2,873	1,866	421	0	5,160
Scottsdale	108	162	62	332	68	7	95	0	170
South Mountain	86	4	63	153	2	5	0	0	7
Mohave	100	54	0	154	0	0	0	0	0
Navajo	86	51	0	137	35	55	9	0	99
Pima	126	569	340	1,035	206	115	199	11	531
Pinal	149	107	0	256	57	357	37	10	461
Yavapai	122	125	0	247	0	2	11	2	15
Yuma-LaPaz	205	0	0	205	0	19	0	0	19
State Totals	3,026	2,451	1,019	6,496	4,264	3,175	1,267	68	8,774

Degrees and Certificates Awarded, FY 1997-1998: 15,270

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Off-Campus Programs
Fall 1997

Fall 1997 District	Number of Students	Number of Classes	Number of Locations
Cochise	1,010	130	8
Coconino	831	82	5
Graham	1,502	232	13
Maricopa	23,009	2,794	347
Chandler-Gilbert	1,781	162	7
Estrella Mountain	507	66	8
GateWay	4,871	296	64
Glendale	804	80	22
Mesa	2,228	167	5
Paradise Valley	0	0	0
Phoenix	1,196	138	72
Rio Salado	10,804	1,803	150
Scottsdale	525	54	11
South Mountain	293	28	8
Mohave	602	106	9
Navajo	0	0	0
Pima	6,401	427	55
Pinal	3,829	460	21
Yavapai	1,063	69	14
Yuma-LaPaz	2,643	402	8
State Totals	40,890	4,702	480

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Arizona Community College
Financial Information: Income Data
FY 1997-1998

Note: Unaudited financial information.

(Data provided by the ten community college districts)

Sources of Funds

General and Plant Funds Combined

District	Fund Balance[1]	District Tax levy	State Aid	Tuition & Fees	Grants & Contracts	Transfers & Other Revenue	Reserve for Future Acquisitions	Total General Fund
Cochise	3,143,946	7,512,768	7,582,000	4,351,818	309,989	546,761	0	23,447,282
Coconino	705,606	3,334,611	3,122,700	1,511,617	0	(46,199)	(442,260)	8,186,075
Graham	14,098,112	1,343,065	12,945,300	2,273,447	2,088,862	(1,493,838)	(11,119,330)	20,135,618
Maricopa	62,244,147	177,904,733	48,572,100	46,083,121	0	81,806,682	(49,911,466)	366,699,317
Mohave	2,271,735	7,667,933	4,067,100	1,546,557	4,205	155,820	0	15,713,350
Navajo	7,589,960	7,233,289	5,364,800	1,826,856	524,437	421,569	0	22,960,911
Pima	43,330,315	43,526,842	19,710,400	20,529,491	2,173,654	2,641,387	(22,440,000)	109,472,089
Pinal	2,705,985	10,448,972	6,475,600	2,901,253	0	5,653,725	0	28,185,535
Yavapai	2,617,507	15,089,911	5,182,290	3,115,000	0	(2,968,077)	0	23,036,631
Yuma-La Paz	6,688,484	12,389,728	5,241,400	1,793,956	0	1,684,854	0	27,798,422
State Totals	**$145,395,797**	**$286,451,852**	**$118,263,690**	**$85,933,116**	**$5,101,147**	**$88,402,684**	**($83,913,056)**	**$645,635,230**

[1] Fund balance at June 30, less reserves, board designations and other.

Analysis of State Aid

District	Operating State Aid	Equalization Aid	Capital Outlay State Aid	Total State Aid
Cochise	5,333,000	1,616,300	632,700	7,582,000
Coconino	2,803,900	0	318,800	3,122,700
Graham	4,906,300	6,467,200	1,571,800	12,945,300
Maricopa	41,386,300	0	7,185,800	48,572,100
Mohave	3,618,500	0	448,600	4,067,100
Navajo	3,826,300	634,500	904,000	5,364,800
Pima	16,483,700	0	3,226,700	19,710,400
Pinal	5,790,600	0	685,000	6,475,600
Yavapai	4,611,500	0	570,790	5,182,290
Yuma-La Paz	4,588,700	23,500	629,200	5,241,400
State Totals	$93,348,800	$8,741,500	$16,173,390	$118,263,690

General Fund Income

District	Fund Balance[1]	District Tax levy	State Aid	Tuition & Fees	Grants & Contracts	Other Revenue	Transfers	Total General Fund
Cochise	2,375,000	7,512,768	6,949,300	4,351,818	309,989	1,008,339	(1,654,485)	20,852,729
Coconino	0	3,334,611	2,803,900	1,511,617	0	329,976	(414,981)	7,565,123
Graham	3,787,404	1,343,065	11,373,500	2,273,447	2,088,862	374,923	(5,187,832)	16,053,369
Maricopa[2]	12,332,681	151,870,879	41,386,300	46,083,121	0	2,062,563	(3,112,141)	250,623,403
Mohave	1,446,961	7,667,054	3,618,500	1,546,557	4,205	169,766	(1,201,715)	13,251,328
Navajo	1,818,125	5,708,697	4,460,800	1,826,856	524,437	387,015	(2,066,741)	12,659,189
Pima	10,101,315	38,678,627	16,483,700	20,529,491	2,173,654	2,466,375	(4,835,016)	85,598,146
Pinal	1,266,155	9,155,810	5,790,600	2,901,253	0	965,889	(180,419)	19,899,288
Yavapai	1,001,876	13,600,000	4,611,500	3,115,000	0	250,000	(3,479,941)	19,098,435
Yuma-La Paz	4,722,305	10,003,968	4,612,200	1,793,956	0	534,606	(62,161)	21,604,874
State Totals	$38,851,822	$248,875,479	$102,090,300	$85,933,116	$5,101,147	$8,549,452	($22,195,432)	$467,205,884

[1] Fund balance at June 30, less reserves, board designations and other.

[2] Maricopa District Tax Levy includes in-lieu payment of $5,825,089 from Salt River Project.

Plant Fund Income

District	Fund Balance[1]	District Levy	State Aid	Other Revenue	Bond Proceeds	Future Acquisitions	Transfers	Total Plant Fund
Cochise	768,946	0	632,700	66,367	0	0	1,126,540	2,594,553
Coconino	705,606	0	318,800	44,022	0	(442,260)	(5,216)	620,952
Graham	10,310,708	0	1,571,800	661,444	0	(11,119,330)	2,657,627	4,082,249
Maricopa	49,911,466	26,033,854	7,185,800	8,843,101	71,712,347	(49,911,466)	2,300,812	116,075,914
Mohave	824,774	879	448,600	24,840	0	0	1,162,929	2,462,022
Navajo	5,771,835	1,524,592	904,000	349,822	0	0	1,751,473	10,301,722
Pima	33,229,000	4,848,215	3,226,700	1,854,333	51,258	(22,440,000)	3,104,437	23,873,943
Pinal	1,439,830	1,293,162	585,000	206,803	4,561,452	0	100,000	8,286,247
Yavapai	1,615,631	1,489,911	570,790	171,334	0	0	90,530	3,938,196
Yuma-La Paz	1,966,179	2,385,760	629,200	1,212,409	0	0	0	6,193,548
State Totals	$106,543,975	$37,576,373	$16,173,390	$13,434,475	$76,325,057	($83,913,056)	$12,289,132	$178,429,346

[1] Fund balance at June 30, less reserves, board designations and other.

ASSESSED VALUATION & TAX LEVY DATA

District	1997 Primary Assessed Valuation	Tax Rate Used	Primary Levy Limit	Actual Primary Levy	Percent of Tax Levy Limit Used	1997 Secondary Assessed Valuation	Actual Secondary Levy	Tax Rate Used
Cochise	437,540,198	1.7368	9,666,576	7,599,198	78.6%	445,097,571	0	0
Coconino	819,179,271	0.3869	3,169,405	3,169,405	100.0%	845,386,482	0	0
Graham	73,089,776	1.8218	1,397,258	1,397,258	100.0%	74,983,885	0	0
Maricopa	15,006,270,531	0.9747	147,151,489	146,266,119	99.4%	15,723,498,194	25,141,874	0.1599
Mohave	884,967,218	0.8522	7,533,294	7,541,837	100.1%	919,414,961	0	0
Navajo	487,024,631	1.1579	5,974,818	5,639,258	94.4%	495,881,092	1,581,861	0.319
Pima	3,468,269,392	1.1166	39,746,367	38,726,696	97.4%	3,700,218,262	2,479,146	0.067
Pinal	568,158,054	1.7295	16,222,618	9,826,294	60.6%	576,216,716	263,907	0.0458
Yavapai	961,650,156	1.4589	15,503,725	14,029,514	90.5%	1,006,364,142	1,061,714	0.1055
Yuma-La Paz[1]	560,523,101	1.8218	12,477,784	10,213,432	81.9%	569,401,834	1,539,658	0.3305
State Totals	$23,266,672,328	1.0505	$258,843,334	$244,409,011	94.4%	$24,356,463,139	$32,068,160	0.1317

[1] Yuma-La Paz assessed valuation is sum of assessed valuation for each county

EXPENDITURE CAPACITY DATA

District	Expenditure Limit Capacity	Expenditure Limit Used (dollars)	Expenditure Limit Used (percent)
Cochise	20,202,737	19,464,790	96.3%
Coconino	8,606,136	5,754,717	66.9%
Graham	15,649,286	13,163,644	84.1%
Maricopa	201,298,280	200,867,689	99.8%
Mohave	15,827,374	13,270,786	83.8%
Navajo	12,135,941	12,083,013	99.6%
Pima	56,546,000	55,155,000	97.5%
Pinal	22,493,316	19,453,000	86.5%
Yavapai	20,338,649	17,723,152	87.1%
Yuma-La Paz	21,485,067	17,670,481	82.2%
State Totals	$394,582,786	$374,606,272	94.9%

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Arizona Community College
Financial Information: Expenditure Data
FY 1997-1998

Note: Unaudited financial information.

(Data provided by the ten community college districts)

Disposition of Funds

District	General Fund Expenditures	Plant Fund Expenditures				Total General Fund & Plant Fund
		Capital Outlay	Bond & Debt Redemption	Bond & Debt Interest	Total	
Cochise	17,598,568	992,067	155,000	144,459	1,291,526	18,890,094
Coconino	6,818,170	331,979	300,000	51,783	683,762	7,501,932
Graham	12,591,277	2,400,494	0	0	2,400,494	14,991,771
Maricopa	225,175,279	77,512,093	73,518,172	10,598,879	161,629,144	386,804,423
Mohave	11,343,743	1,440,354	210,000	340,532	1,990,886	13,334,629
Navajo	11,204,950	2,660,317	920,000	917,098	4,497,415	15,702,365
Pima	73,681,526	14,341,860	2,410,000	3,063,681	19,815,541	93,497,067
Pinal	17,853,121	7,333,189	360,000	92,198	7,785,387	25,638,508
Yavapai	19,162,000	1,810,815	618,107	675,193	3,104,115	22,266,115
Yuma-La Paz	15,956,696	2,618,102	1,035,000	962,283	4,615,385	20,572,081
State Totals	**$411,385,330**	**$111,441,270**	**$79,526,279**	**$16,846,106**	**$207,813,655**	**$619,198,985**
Percent of Total	66.4%	18.0%	12.8%	2.7%	33.6%	100.0%

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Summary of General Fund Current Operating Expenditures

Summary by Object Classification

District	Salaries and Wages	Employee Benefits	Contractual Services	Supplies	Current Fixed Charges	Utilities & Communication	Travel	Miscellaneous	Contingencies & Reserves	Totals
Cochise	11,327,430	2,049,513	966,346	989,833	342,177	808,859	229,642	860,449	24,319	17,598,568
Coconino	4,242,354	697,506	432,612	373,479	438,761	164,044	120,330	264,522	84,562	6,818,170
Graham	7,905,731	1,973,993	345,852	1,200,338	277,481	606,073	269,352	12,457	0	12,591,277
Maricopa	163,398,150	27,815,152	15,216,942	5,507,390	2,275,763	8,121,345	1,526,228	1,314,309	0	225,175,279
Mohave	7,471,062	1,306,069	476,758	1,170,556	95,151	570,514	234,741	18,892	0	11,343,743
Navajo	6,814,887	1,257,440	765,450	652,004	245,077	1,006,047	129,167	334,878	0	11,204,950
Pima	52,192,345	7,720,327	4,271,583	3,506,923	1,254,275	3,472,770	1,100,966	162,337	0	73,681,526
Pinal	11,531,985	2,329,767	1,084,343	1,147,128	292,356	829,587	294,001	343,954	0	17,853,121
Yavapai	12,051,046	2,345,454	1,180,993	1,037,610	375,832	824,963	277,851	68,251	1,000,000	19,162,000
Yuma-La Paz	10,811,156	1,768,375	872,151	996,687	434,643	765,126	308,558	0	0	15,956,696
State Totals	$287,746,146	$49,263,596	$25,613,030	$16,581,948	$6,031,516	$17,169,328	$4,490,836	$3,380,049	$1,108,881	$411,385,330
Percent of Total	69.95%	11.98%	6.23%	4.03%	1.47%	4.17%	1.09%	0.82%	0.27%	100.00%

Summary by Functional Classification

District	Instruction	Academic Support	Admin/Instr. Support	Student Services	M & O of Plant	Scholarships	Public Service	Contingencies	Transfers & Auxiliary Enterprises	Totals
Cochise	8,647,037	538,838	4,107,219	1,764,716	2,107,635	432,983	140	0	0	17,598,568
Coconino	2,622,410	586,163	1,665,025	1,049,604	796,966	13,440	0	84,562	0	6,818,170
Graham	6,912,203	359,410	1,499,292	1,972,029	1,848,343	0	0	0	0	12,591,277
Maricopa	120,572,532	26,135,211	42,565,194	18,224,594	17,293,674	0	384,014	0	0	225,175,279
Mohave	4,922,301	1,968,631	2,422,538	916,775	1,113,498	0	0	0	0	11,343,743
Navajo	5,040,742	491,385	4,382,223	613,791	440,911	235,898	0	0	0	11,204,950
Pima	33,843,030	10,904,909	12,248,554	9,827,349	6,857,684	0	65,949	0	0	73,681,526
Pinal	8,500,604	1,410,456	3,748,347	1,261,902	2,521,909	343,954	27,000	1,000,000	0	17,853,121
Yavapai	8,562,000	2,066,000	4,342,000	1,665,000	1,500,000	0	0	0	0	19,162,000
Yuma-La Paz	8,536,550	1,094,419	2,528,507	1,622,702	2,174,518	0	$477,103	$1,084,562	$0	15,956,696
State Totals	$208,159,409	$45,555,482	$79,508,899	$38,918,462	$36,655,138	$1,026,275	0.12%	0.26%	0.00%	$411,385,330
Percent of Total	50.60%	11.07%	19.33%	9.46%	8.91%	0.25%				100.00%

Summary of Investment in Plant

Ending Balance Investment in Plant

District	Equipment	Buildings	Land	Improvements (Other)	Library Books	Interest	Construction in Progress	Miscellaneous	Totals
Cochise	12,017,770	15,591,145	1,240,832	2,420,430	1,066,788	0	0	1,505	32,338,470
Coconino	2,096,572	2,501,188	1,089,000	0	17,167	0	0	0	5,703,927
Graham	10,963,485	23,172,000	1,740,069	3,155,415	807,302	0	0	0	39,838,271
Maricopa	94,170,946	218,592,162	24,869,217	18,260,127	7,153,875	0	51,296,390	6,955,440	421,298,157
Mohave	6,851,765	12,204,850	726,547	1,178,453	1,323,661	0	0	0	22,285,276
Navajo	9,880,163	15,872,500	440,241	4,010,054	804,000	0	224,404	85,832	31,317,194
Pima	23,519,136	71,006,965	9,951,603	231,288	4,180,482	0	6,951,864	0	115,841,338
Pinal	9,967,671	23,682,906	1,216,834	0	1,268,638	0	0	0	36,136,049
Yavapai	8,258,743	27,250,711	961,902	2,360,343	2,041,703	0	0	0	40,873,402
Yuma-La Paz	7,216,490	26,901,327	316,545	7,925,409	1,152,726	46,581	0	5,905	43,564,983
State Totals	$184,942,741	$436,775,754	$42,552,790	$39,541,519	$19,816,342	$46,581	$58,472,658	$7,048,682	$789,197,067

Summary of Interest Payments on Bonds and Other Debt

Description	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds	0	0	0	9,740,067	0	786,925	1,811,000	86,125	466,930	891,728	13,782,775
Revenue Bonds	0	0	0	708,966	0	0	519,345	6,073	208,263	70,555	1,513,202
Certificates of Participation	144,459	51,783	0	111,567	340,532	130,173	733,336	0	0	0	1,511,850
Capital Leases	0	0	0	38,279	0	0	0	0	0	0	38,279
Pledged Revenue Bonds	0	0	0	0	0	0	0	0	0	0	0
State Totals	$144,459	$51,783	$0	$10,598,879	$340,532	$917,098	$3,063,681	$92,198	$675,193	$962,283	$16,846,106

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Summary of Bonds Issued and Retired and Other Debt

	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds											
Outstanding (July 1, 1997)	0	0	0	211,000,000	0	14,115,000	27,285,000	2,000,000	9,696,585	17,690,000	281,786,585
Add: New Issues	0	0	0	65,145,000	0	0	0	0	0	0	65,145,000
Less: Redemptions	0	0	0	71,060,000	0	795,000	800,000	345,000	518,107	930,000	74,448,107
Outstanding (June 30, 1998)	0	0	0	205,085,000	0	13,320,000	26,485,000	1,655,000	9,178,478	16,760,000	272,483,478
Revenue Bonds											
Outstanding (July 1, 1997)	0	0	0	14,975,000	0	0	9,560,000	115,000	2,245,000	1,190,000	28,085,000
Add: New Issues	0	0	0	6,000,000	0	0	0	9,100,000	0	0	15,100,000
Less: Redemptions	0	0	0	1,365,000	0	0	760,000	15,000	100,000	105,000	2,345,000
Outstanding (June 30, 1998)	0	0	0	19,610,000	0	0	8,800,000	9,200,000	2,145,000	1,085,000	40,840,000
Certificates of Participation											
Outstanding (July 1, 1997)	2,570,000	1,125,000	0	2,495,000	5,440,000	2,075,000	12,505,000	0	0	0	26,210,000
Add: New Issues	0	0	0	0	0	0	0	0	0	0	0
Less: Redemptions	155,000	300,000	0	760,000	210,000	125,000	850,000	0	0	0	2,400,000
Outstanding (June 30, 1998)	2,415,000	825,000	0	1,735,000	5,230,000	1,950,000	11,655,000	0	0	0	23,810,000
Capital Leases											
Outstanding (July 1, 1997)	0	0	0	364,591	0	0	0	0	0	0	364,591
Add: New Leases	0	0	0	933,378	0	0	0	0	0	0	933,378
Less: Payments	0	0	0	333,172	0	0	0	0	0	0	333,172
Outstanding (June 30, 1998)	0	0	0	964,797	0	0	0	0	0	0	964,797
Pledged Revenue Obligations											
Outstanding (July 1, 1997)	0	0	0	0	0	0	0	0	0	0	0
Add: New Issues	0	0	0	0	0	0	0	11,900,000	0	0	11,900,000
Less: Redemptions	0	0	0	0	0	0	0	0	0	0	0
Outstanding (June 30, 1998)	0	0	0	0	0	0	0	11,900,000	0	0	11,900,000
Total Debt Outstanding	$2,415,000	$825,000	$0	$227,394,797	$5,230,000	$15,270,000	$46,940,000	$22,755,000	$11,323,478	$17,845,000	$349,998,275

Summary	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
Outstanding (July 1, 1997)	2,570,000	1,125,000	0	228,834,591	5,440,000	16,190,000	49,350,000	2,115,000	11,941,585	18,880,000	336,446,176
New Debt	0	0	0	72,078,378	0	0	0	21,000,000	0	0	93,078,378
Retirements/Payments	155,000	300,000	0	73,518,172	210,000	920,000	2,410,000	360,000	618,107	1,035,000	79,526,279
Outstanding (June 30, 1998)	$2,415,000	$825,000	$0	$227,394,797	$5,230,000	$15,270,000	$46,940,000	$22,755,000	$11,323,478	$17,845,000	$349,998,275

Cost Per Full-Time Equivalent Student Factors

General Fund Operational Cost Per FTSE

District	Total Basic FTSE	General Fund Operating Expenditures	Operating Cost Per FTSE
Cochise	3,255	17,598,568	5,407
Coconino	1,497	6,818,170	4,555
Graham	2,637	12,591,277	4,775
Maricopa	46,991	225,175,279	4,792
Mohave	2,147	11,343,743	5,284
Navajo	2,102	11,204,950	5,331
Pima	16,323	73,681,526	4,514
Pinal	3,044	17,853,121	5,865
Yavapai	2,763	19,162,000	6,935
Yuma-La Paz	3,196	15,956,696	4,993
State Totals	83,955	$411,385,330	$4,900

Operating State Aid Per FTSE

District	Total Basic FTSE	Operating State Aid Received	Operating State Aid Received Per FTSE
Cochise	3,255	5,333,000	1,638
Coconino	1,497	2,803,900	1,873
Graham	2,637	4,906,300	1,861
Maricopa	46,991	41,386,300	881
Mohave	2,147	3,618,500	1,685
Navajo	2,102	3,826,300	1,820
Pima	16,323	16,483,700	1,010
Pinal	3,044	5,790,600	1,902
Yavapai	2,763	4,611,500	1,669
Yuma-La Paz	3,196	4,588,700	1,436
State Totals	83,955	$93,348,800	$1,112

Note: FTSE totals do not include Skill Center FTSE.

Arizona Community College
Teacher Certification, Faculty
(Full- and Part-Time)
FY 1997-1998

ARIZONA COMMUNITY COLLEGE TEACHER CERTIFICATION

The State Board of Directors for Community Colleges of Arizona recognizes that superior teaching is the primary objective of community college faculty. Accordingly, it has established statewide certification standards, pursuant to A.R.S. §15-1425.4.

During FY 1997-1998 there were 4,036 teaching certificates issued.

In 1995, the Certification department implemented a program of Continuous Quality Improvement. The findings from a customer service survey, conducted FY 1997-1998, revealed that the average overall quality of service was 4.34 on a scale of 1 (Very Poor) to 5 (Excellent). The survey revealed that 94% of those surveyed thought the certification application and the guidelines were clear. The survey also reflected that customers felt that the certification staff was knowledgeable, courteous and helpful. Out of those surveyed, 86% thought they received their certificate in a timely manner.

CERTIFICATION FEE SCHEDULE (Effective July 1, 1995)

A.	Regular Certificate (Life)	$65.00
B.	Special (two years)	$30.00
	Special renewal (six years)	$30.00
C.	Provisional (non-renewable)	$25.00
D.	District Specific (two years)	$30.00
	District Specific renewal	$30.00
E.	Evaluation, Duplicate, Name Change, Additional Teaching Field	$15.00
F.	Internship (six months)	$10.00

SUMMARY OF TEACHER CERTIFICATES ISSUED

Type of Certificate	Certificates Issued
A. REGULAR CERTIFICATES	1,103
Regular certificates are valid for Life unless revoked. They are issued for full-time and part-time teaching in both academic and occupational fields.	
B. SPECIAL CERTIFICATES	1,668
For individuals not eligible for a Regular certificate, a Special certificate may be issued allowing them to teach part-time (fewer than twelve credits per semester). Special certificates are valid for two years and are renewable for six years.	
C. PROVISIONAL CERTIFICATES	1,107
For individuals who have not completed the required Community College Course, a Provisional certificate may be issued which is valid for two years and is non-renewable. Provisional certificates are issued for full-time and part-time teaching in both academic and occupational fields.	
D. DISTRICT SPECIFIC CERTIFICATES	158
A Community College district may request, in writing, certification for a person with unique qualifications who can not meet certification requirements in the desired teaching discipline. Requests for the District Specific certificate must be under the explicit signature of the Chief Executive Officer or Chief Academic Officer of the district. Monitoring by the State Board is conducted annually. District Specific certificates are valid for two years and are renewable for six years.	
CERTIFICATES ISSUED FY 1997-1998	**4,036**

Faculty (Full- and Part-Time)
Fall 1997

Fall 1997 District	Full-Time Number	Full-Time %	Part-Time Number	Part-Time %	Total Faculty
Cochise	113	29.4%	271	70.6%	384
Coconino	25	13.8%	156	86.2%	181
Graham	64	28.4%	161	71.6%	225
Maricopa	1,041	26.8%	2,842	73.2%	3,883
Chandler-Gilbert	56	23.9%	178	76.1%	234
Estrella Mountain	30	33.0%	61	67.0%	91
GateWay	67	20.9%	253	79.1%	320
Glendale	210	29.5%	502	70.5%	712
Mesa	251	27.6%	659	72.4%	910
Paradise Valley	63	25.0%	189	75.0%	252
Phoenix	160	31.4%	349	68.6%	509
Rio Salado	19	6.4%	277	93.6%	296
Scottsdale	139	36.2%	287	67.4%	426
South Mountain	46	34.6%	87	65.4%	133
Mohave	51	14.4%	302	85.6%	353
Navajo	50	18.2%	224	81.8%	274
Pima	271	18.6%	1,183	81.4%	1,454
Pinal	90	19.7%	367	80.3%	457
Yavapai	81	19.6%	332	80.4%	413
Yuma-LaPaz	93	30.1%	216	69.9%	309
State Totals	1,879	23.7%	6,054	76.3%	7,933

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Federal Vocational Education Funding
FY 1997-1998

FEDERAL VOCATIONAL EDUCATION FUNDING
FISCAL YEAR 1997-1998

	FEDERAL FUNDS ADMINISTERED BY STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES			FEDERAL FUNDS ALLOCATED DIRECTLY BY STATE BOARD OF VOCATIONAL EDUCATION	TOTAL FEDERAL VOCATIONAL EDUCATION FUNDS		
DISTRICT	FORMULA	DISCRETIONARY	TOTAL	DISCRETIONARY	FORMULA	DISCRETIONARY	TOTAL
Cochise	$158,735	$164,869	$323,604	$50,000.00	$158,735	$214,869	$373,604
Coconino	$122,883	$104,047	$226,930	$69,425.52	$122,883	$173,473	$296,356
Graham	$138,303	$158,145	$296,448	$0.00	$138,303	$158,145	$296,448
Maricopa	$576,341	$65,000	$641,341	$316,879.00	$576,341	$381,879	$958,220
Mohave	$94,065	$36,417	$130,482	$76,741.00	$94,065	$113,158	$207,223
Navajo	$186,106	$80,965	$267,071	$20,000.00	$186,106	$100,965	$287,071
Pima	$243,162	$36,232	$279,394	$54,540.00	$243,162	$90,772	$333,934
Pinal	$138,784	$205,938	$344,722	$0.00	$138,784	$205,938	$344,722
Yavapai	$83,174	$102,185	$185,359	$36,000.00	$83,174	$138,185	$221,359
Yuma--La Paz	$186,009	$36,416	$222,425	$122,233.00	$186,009	$158,649	$344,658
State Leadership	$0	$170,000	$170,000	$0.00	$0	$170,000	$170,000
TOTAL	$1,927,562	$1,160,214	$3,087,776	$745,818.52	$1,927,562	$1,906,033	$3,833,595

Maricopa:
SP/DH Project funded in partnership with Ensuring Opportunity Coalition ($65,000)
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